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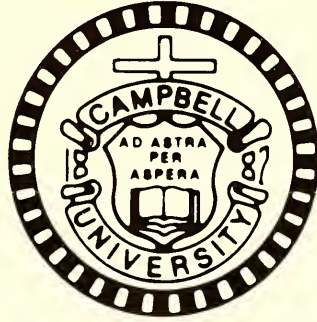
CAMPBELL UNIVERSITY BULLETIN

1981-84

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Campbell University reaffirms its standing policy of non-discrimination, in employment and in all of its programs and activities, with respect to race, creed, color, sex, age, religion, national origin, or handicap.

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WELCOME TO CAMPBELL

Our catalogue has been prepared to extend to you a cordial welcome to Campbell University. We want to show you the classrooms and laboratories, the beautiful campus, the up-to-date physical facilities, and introduce you to members of the faculty, members of the student body, and friends who support the work of Campbell University. We hope that this will give you some idea of what it would be like to live and study at Campbell University, one of the finest universities in the country.

If you are trying to select a school, you have many criteria for the institution you wish to attend.

You want a quality education. In our catalogue you are told about the programs of study, the faculty and administration, and the library resources which prove that Campbell can give you a first-rate education.

You want a pleasant, social, and cultural environment. Campbell is a medium sized, co-educational, church related university located in the eastern part of North Carolina. Campbell students represent a cross section of North Carolinians with a substantial number of young men and women from other states and countries. The climate in Buies Creek is mild; and this allows outdoor sports to be played most of the year on campus.

You want a school which is exciting. The new programs of study which have been developed here at Campbell, the new facilities which have recently been constructed, and the emphasis placed on intramural and collegiate athletics all combine to make Campbell University an exciting place.

You want a school where you will be recognized as an individual. Campbell University is a friendly school. The classes are small. The teacher-pupil ratio is one to twenty. Here you are a very important person, known by your fellow students, your teachers, and by the administrators of the school.

As you look at Campbell University through the study of our catalogue, check it against your list of requirements which you have for the school you would like to attend. If Campbell University seems to be the school for you, we would like to hear from you, and we invite you to make a personal visit to our campus.

1. Introducing Campbell





1. INTRODUCING CAMPBELL

THE PURPOSE OF CAMPBELL UNIVERSITY

The purpose of Campbell University is to educate its students for Christian service throughout the world.

Ad astra per aspera

Implicit in this old Latin motto; “To the stars through difficulties;” adopted during the dark days of Reconstruction in the Old South, are beliefs, aims and objectives that have guided this institution through ever-changing circumstances. Campbell’s rise from a community school of sixteen students to eminence as a great southern academy and later to its present standing among the State’s largest church-related senior universities is illustrative of what perseverance can accomplish in scaling the heights. It is a matter of common knowledge that Campbell University has always unapologetically affirmed her faith in an omnipotent, omniscient and benevolent Creator revealed in Jesus Christ who with singularity of purpose ever guides man’s destiny; in the potentialities of man when properly related to his Creator; in the competence of liberal arts education to free men to live more abundantly in a democratic society.

Based on the conviction that in Christian Education is to be found “the unifying principle of the total experience,” Campbell’s purpose as an educational institution has ever been:

1. To inspire youth with vistas of a better life through study, recreation, social relations, guidance and worship.
2. To discover and transmit within the context of the Christian perspective (in relation to a liberal arts education) truth about man, his origin and nature, and his ever-expanding environment.
3. To equip the student as a more efficient participant in the world’s work through incorporation of certain vocational, pre-professional and professional courses of study, chosen upon the basis of student needs and institutional adequacy. Such courses, at present available, include the following:
 - a. Two-year curriculum in secretarial science, general business and legal secretarial.

b. Professional Four-Year Curricula:

- (1) elementary and secondary education
- (2) church music
- (3) religious education
- (4) business administration
- (5) medical technology
- (6) police science
- (7) trust management

c. Four-year professional curricula, leading toward law, medicine, dentistry, and the Christian ministry.

d. Graduate programs in law, education, and business.

ACCREDITATION

Campbell University is accredited by the Southern Association of Colleges and Schools and the North Carolina Association of Colleges and Universities.

Campbell's Program of Teacher Education is approved by the North Carolina Department of Public Instruction.

Campbell University holds membership in the North Carolina Foundation of Church-Related Colleges, the North Carolina Council of Church-Related Colleges, the North Carolina Association of Independent Colleges and Universities, the American Association of Colleges for Teacher Education, and the National Council on Accreditation of Teacher Education.

FACULTY

One of the chief assets of Campbell University is its faculty. Members of the faculty are competent, experienced, and dedicated teachers. Their educational backgrounds are represented by undergraduate and graduate degrees from many outstanding institutions. At the present time approximately fifty percent of the faculty hold the doctorate degree.

Campbell University is committed to the task of selecting and maintaining a group of highly qualified teachers who are dedicated to learning in general, to the special knowledge of their subject area, and to the process of instructing students.

BRIEF HISTORY

Campbell University was founded January 5, 1887, by James Archibald Campbell, a North Carolina preacher who believed that no student should be denied admission because of a lack of funds. Known as Buies Creek Academy, the school began with twenty-one students and grew slowly during the early years.

“From the beginning his (Dr. James Archibald Campbell) passion was that his school prepare young men and women for a living and for a life, not one but both. He was concerned that Christ have his way in the classroom and that he have his way in the church house, no difference . . .”

*From Campbell College — Big Miracle
at Little Buies Creek (1887-1974) —
Dr. J. Winston Pearce
Writer in Residence*

In 1925, all the property was deeded to the North Carolina Baptist State Convention. In 1926, the school attained junior college status and changed its name from Buie’s Creek Academy to Campbell Junior College. In 1961, Campbell became a senior college. The name was changed to Campbell University on June 6, 1979.

James Archibald Campbell was followed in the presidency by his son, Leslie Hartwell Campbell, who served from 1934-1967. Norman Adrian Wiggins has been president since June 6, 1967.

The University occupies a spacious 850 acre campus in the village of Buies Creek, located in Harnett County and equidistant from North Carolina’s fastest growing metropolitan centers of Fayetteville and Raleigh. The location combines the advantages of accessible urban convenience with the friendly, academic atmosphere of a rural university village.

The University had its beginning in a small one-room building, forty-eight by twenty-two feet in dimension which was built by local citizens. This initial building was enlarged. By 1896 a new building was added. On December 20, 1900, with the exception of one building which was later used as the classroom building, the buildings were destroyed by fire. The destroyed building was replaced by Kivett Building, named for Z. T. Kivett, the builder, which was built between May 23, 1901, and November 2, 1903. The following buildings have been added: William Pearson Hall (1915), D. Rich Memorial Building (1926), Music and Fine Arts Center (1947), Carter Gymnasium (1952), J. Clyde Turner Chapel (1963), Leslie Hartwell Campbell Hall of Science

(1961), Fred L. Taylor Hall of Religion (1973), Carrie Rich Memorial Library (1925), Campbell Home Management House (1965), and the Johnson Memorial Natatorium (1976).

In addition to the above named buildings, the following buildings serve the administrative function of the university: B. P. Marshbanks Dining Hall (1934), James M. Shouse Dining Hall (1973), McLeod admissions Center (1967), John S. Pearson Memorial Infirmary (1960), James A. Campbell Administration Building (1961), W. S. Britt Hall (1947), now serving as student Bookstore, the O. W. Godwin, Sr., Maintenance Building (1964), and Page Welcome Center (1974).

The residence halls for men are: Joel G. Layton Hall (1923), J. F. Kitchin Hall (1955), O. Hampton Baldwin Hall (1958), Ernest P. Sauls Hall (1962), Bobby Muray Hall (1967), A. R. Burkot Hall (1973), Fred McCall Hall (1973), and Lonnie D. Small Hall (1973).

The residence halls for women are: M. C. Treat Hall (1913), William H. and Lula Bostic Jones Hall (1954), Fred N. Day Hall (1959), Mabel and Nell Powell Hall (1960), James E. and Mary Z. Bryan Hall (1961), J. Hunter and Mabel C. Strickland Hall (1962), and the R. A. and Elsie Hedgpeth Hall (1967).

In addition to the above residence halls, the University provides several housing facilities for faculty and married students. They are: Campbelltown Apartments (1959), Ellis Memorial Apartments (1957), Northeast Hall (1963), and East Hall (1969).

The University has total assets with a replacement value amounting to nearly \$50,000,000, including endowment assets as of 1980 of approximately \$8,500,000.00. Also included among its assets is Keith Hills, an eighteen hole championship golf course, completed in 1973, and named for its longtime trustee and his family, Fred R. Keith, of Lumberton, North Carolina. The Robin Whitley Hood family of Benson, North Carolina, made possible the building of the Robin Hood Pro Shop.

LIBRARY

Carrie Rich Memorial Library (1925). This building consisted originally of two large reading rooms, stack rooms and librarian's office. It has been expanded several times over in recent years with the most recent addition being in 1965. At present the library includes adequate reading space for a student body of more than 2500 students and stack space for more than 160,000 volumes. Over the past several years the library has received many valuable collections, including The Robert A. and Margaret P. McIntyre Library, H. Trent Parks Memorial Library and the E. Willard Berry Memorial Library.

ACCREDITATION

Campbell University is accredited by the Southern Association of Colleges and Schools. It received initial accreditation in 1943 and its most recent reaffirmation in 1980.

The University's teacher education program is accredited by the North Carolina Department of Public Instruction and the National Council for the Accreditation of Teacher Education.

The University is also a member of the North Carolina Association of Colleges and Schools, North Carolina Association of Independent Colleges and Universities, The Independent College Fund of North Carolina, the American Association of College and University Attorneys and the National Association of College and University Attorneys.

The Campbell University School of Law is accredited by the American Bar Association and the North Carolina State Bar Association.

THE CAMPBELL UNIVERSITY SCHOOL OF LAW

In July of 1975, following extended feasibility studies, the General Board of the North Carolina Baptist State Convention approved establishment of Campbell University School of Law. In August of 1976, the charter class of 97 students was admitted.

The decision to establish the School of Law was not lightly made: it was made with the firm conviction that Campbell University School of Law and its graduates will help meet needs presently unmet, particularly in the Southeastern United States. Campbell University School of Law is not designed to be a law school that duplicates in every detail the emphases and programs of existing law schools. Rather, its intention is to formulate a unique program, at a unique location, and to educate a particular type of lawyer for whom there is a special and continuing need.

Campbell University School of Law is purposely a small law school, with ultimate plans to admit no more than approximately 90 students per class. While its academic program is arduous, its rural village setting and commitment to human values are designed to enhance one's likelihood of success as a student, and as a lawyer in any setting in which one chooses to practice.

Campbell proposes to educate lawyers who will be prepared from the outset of their careers to serve their communities with legal skill and ethical and intellectual leadership, in the noblest tradition of the counsellor.

GRADUATE PROGRAMS

Master of Education (M.Ed.)

The graduate program in Education was begun in the summer of 1977 and now enrolls approximately 351 students. The major objective of the graduate programs in Teacher Education is to provide an opportunity for persons in the field of education to pursue knowledge in their field and to improve their professional skills. The instructional programs are: Elementary Education, Early Childhood Education, Early Childhood Education (Language Arts Concentration), Intermediate Education, Intermediate Education (Language Arts Concentration), Reading Education (K-12), Secondary Education, Guidance and Counseling, and Educational Administration and Curriculum Specialist I (Supervision).

Master of Business Administration (MBA)

The graduate program in business began in the fall of 1978. There are now about 200 students enrolled in the program. The major objective of the graduate program in business is to develop the student's analytical, critical, problem-solving and decision-making capabilities and to provide the basic knowledge needed for the solution of business problems. In order to earn the MBA the student must successfully complete a thirty-hour program in Management, Economics, Finance, Marketing, Advanced Management Accounting and Legal Environment.

A Graduate Bulletin containing additional information concerning the Master's of Education or the Master's of Business Administration may be obtained by writing to the Director of Admissions, Campbell University, Buies Creek, North Carolina 27506.

ACADEMIC CALENDAR

Campbell University provides a year-round educational program. In addition to the fall and spring semesters, a wide range of courses is offered during the summer. Two sessions of five weeks each constitute the summer semester at Campbell University.

The semester schedule is generally available in early March. The schedule or additional information may be obtained by writing the Director of Admissions, Campbell University, Buies Creek, North Carolina, 27506.

Reserve Officers Training Corps (ROTC)

Campbell University offers an ROTC program which is designed to develop officer-leaders and to lead to a commission as an officer in the Army Reserve or the regular Army. Additional information may be found in the instructional program under Military Science.

HOW TO APPLY FOR ADMISSION

Directions for Those Beginning College Work

1. Study the catalog (copies may be obtained by writing to the Director of Admissions).
2. Ask the Director of Admissions to answer any questions concerning the college or its program.
3. If possible, visit the university, preferably with your parents, to tour the campus and to discuss your program of study.
4. Obtain from the Admissions Office the necessary forms.
5. Complete the application form carefully and attach a recent photograph. With the application, enclose the fifteen-dollar processing fee. Mail the application to the Director of Admissions.
6. With the assistance of your principal or guidance counselor, make the necessary arrangements for taking the Scholastic Aptitude Test of the College Entrance Examination Board. Request that the scores be sent to the Director of Admissions, Campbell University, Buies Creek, North Carolina. (Code 5100)
7. Upon completing the first half of the senior year, have your high school principal send to the Registrar of the College a record of all high school work completed.
8. Have your personal physician send the Student Health Service form fully and properly completed to the Director of Admissions.
9. Upon graduation: (a) ask the high school to send to the Director of Admissions a supplementary transcript recording the grades and credits during the last semester, and (b) if he has not previously done so, have your family physician complete the Student Health Service form and mail it to the Director of Admissions.

Directions for Prospective Transfers

1. Follow steps, 1, 2, 3, 4, 5, and 8.
2. Make available your scores on the Scholastic Aptitude Test of the College Entrance Examination Board or American College Test.
3. Request the Registrar of the college at which you are now in attendance, or, if not now in school, the Registrar of the school last

attended, to mail to the Director of Admissions, Campbell University, a complete transcript.

4. If you have been in attendance at more than one college, the Registrar of each institution should mail to the Campbell University Director of Admissions a transcript of all work attempted in that school. Failure to have the appropriate academic records sent to Campbell may result in the application being denied.

5. Request a letter of recommendation from a responsible official of the college previously attended.

ADMISSIONS INFORMATION

Official Enrollment

A student is officially enrolled by being accepted and notified by the Admissions Office, by making satisfactory financial arrangements with the Business Office, and by pre-registering or registering at the appropriate time.

Regular Admission

A high school diploma, or the equivalent, is required in order to be enrolled at Campbell University as a regular student.

Provisional Admission

Should a student be admitted without completing the admissions procedure, he will be eligible to receive credit on work done at Campbell University only after he has satisfactorily met the requirements of the Admissions Office.

Credits

Although there are no inflexible subject matter requirements for entrance, experience has shown that the students with a background of at least 12 units in college preparatory subjects are better equipped to benefit from a liberal arts experience. Therefore, the University recommends that the student have completed the following high school credits: English, 4 units; Mathematics, 3 units; and 6 additional units in the areas of science, social studies and foreign language.

Credit Earned by High School Students

High School students may take courses for credit at Campbell University provided they have completed their junior year and are recommended by their high school principal or counselor. Credit will be granted for courses successfully completed after the student graduates from high school and enrolls at Campbell University.

Admission of Military Personnel

For many years, Campbell University has been active in the various military educational programs. Any member of the armed forces may have his records evaluated without charge, and prior to his making application, in order to determine the amount of credit which will be accepted.

Records of progress are kept by this institution on veterans and non-veterans alike. Progress records are forwarded to students, both veterans and non-veterans alike, at the end of each school term. Grades are maintained in a permanent file on all students.

For additional information contact the Director of Veterans Affairs, Campbell University, Buies Creek, North Carolina 27506.

Summer School Visitors

Students enrolling at Campbell University for the summer program should secure from the proper school official to which the credit will be transferred a statement certifying approval of such plans and listing approved courses.

Transfer of Credit

A transfer student from a two-year institution may receive sixty-two semester hours of course credit, plus two semester hours for health and two semester hours for physical education.

The maximum credit which will transfer from a two-year school is sixty-six semester hours.

Courses will not transfer from two-year educational institutions which number 300 and above in the Campbell University Bulletin. Courses taken at other institutions will not transfer when there is no equivalent course offered at Campbell University.

Students transferring from colleges not accredited by the regional accrediting agency will receive provisional credit which must be validated by earning a C average during the first year of residence after transfer.

The University will not accept credits earned at another school while a student is under academic or social suspension.

SPECIAL ACTIVITIES

Fort Bragg Center

From a modest beginning of fifty students in four classes in February 1976, the Fort Bragg undergraduate enrollment had increased to 331 individuals in thirty-six different classes in the spring of 1981.

At the graduate level, Campbell University offers evening courses leading to the M.Ed. and M.B.A. degrees. The first business course taught in the summer of 1979 had an enrollment of thirty-five.

The majority of students enrolled at Fort Bragg are current or former members of the military. Provision is made for civilian participation in these part-time evening programs. The program is approved by the Southern Association of Colleges and Schools.

Malaysia Program

Campbell University is involved in a cooperative program with Ulster College of Belfast, Ireland at Tunku Abdul Rahman College in Kuala Lumpur, Malaysia. Graduates of the Science curriculum at TARC receive their Bachelor of Science degree from Campbell University. The students are carefully selected and highly motivated. They are taught by an outstanding adjunct faculty, ably supported by excellent facilities and equally good library holdings and equipment. Campbell University exercises continuing control on the quality of the academic program through an annual visit by external examiners and frequent communication between TARC and the home campus.

Central Carolina Technical College

Since 1970 Campbell has been involved in a cooperative college transfer program with Central Carolina Technical College located in Sanford, North Carolina.

The general education curriculum is taught by regular members of Campbell's faculty and by adjunct professors. Its main purpose is to enable students to receive an Associate degree on the completion of 64 semester hours of college level work and enable the student to transfer the work completed to Campbell or to any other accredited institution.

Study Abroad Program

In the summer of 1980, Campbell established an overseas study abroad program of five weeks at South Wales Baptist College in Cardiff, Wales.



2. Academic Regulations





2. ACADEMIC REGULATIONS

Semester Hour

A semester hour usually represents the credit earned in a class which meets one time a week for a full semester of fifteen weeks. In a course meeting three times a week, three semester hours of credit will be earned. Courses in science, home economics, and business education carry laboratory requirements. Two hours of laboratory time is converted into one hour of credit.

Normal Class Load

During the fall and spring semesters a normal class load is fifteen to sixteen hours plus one hour of physical education. During the summer session a normal load is six semester hours each term.

Students enrolling in more than eighteen semester hours (not including CEP) must obtain permission from the Dean of the University.

A full-time boarding student must carry a minimum load of twelve semester hours.

A full-time student whose enrollment drops below nine semester hours will be subject to suspension from school.

Independent Study

Independent study is any type of study conducted under the supervision of a qualified instructor but not available as a regularly scheduled course or on a regularly scheduled course not currently available. Independent study will be offered on both survey and in-depth level courses. In the case of social science, independent study projects are not to be on the same course and not on a course offered within a two-year period. Ordinarily, three hours credit will be given for each independent study course. All independent study should be initiated by the student and a contract submitted before the end of the registration period. Students should submit a written request and receive approval before beginning of independent study. The student and faculty member will work out the format of each course and will adhere to the minimum standards set by the department. Minimum departmental standards will include the following:

- a. No student can take more than one 3 semester hour independent study course per semester; no student shall offer more than nine credit hours in independent study toward a major.

- b. A schedule allowing for an average of nine hours of work per week (this would include time spent in meeting with the professor).
- c. A clear, written understanding between the student and professor of the objectives of the study, the procedures to be followed, the reading to be done, the written work to be done, any travel to be undertaken, and the means of evaluation.

Supervision of independent study will be on a volunteer basis for the professor. Each professor will have only one to three students doing independent study each semester at any given time. All independent study shall be approved by the supervising professor, the department chairman, and the Academic Dean. Independent study contracts may be obtained in the office of the Dean of the University. All requests should be approved and filed with the registrar before the end of the registration period.

Auditing A Course

A student may audit any course by obtaining the permission of the instructor and the Dean. The requirements as to attendance and participation are determined by the instructor. An auditor receives no credit and no grade, but satisfactorily completed audits are reported to the Registrar's Office and made a matter of permanent record. A student may not audit a course which he expects to take later for credit. A course which is audited is considered to be a part of a student's load and is included in the tuition and fee charges.

Drop-Add

There are deadlines each semester for dropping and adding courses. A student may be officially added to a course up through the fifth class meeting by permission of the instructor, the Dean of the University or the Registrar.

A course may be dropped without a grade for a period of four weeks. A course may be dropped from the fifth week to the mid-term with a WP (withdrew passing) or WF (withdrew failing). All courses dropped after the mid-term will be dropped with a WF.

Students will not be allowed to drop freshman courses in English, Mathematics, or History.

Any course dropped without permission is recorded as an F.

Faculty Advisors

Each student will be assigned to a faculty advisor who will assist him in making his academic choices. Prior to registration each semester,

every student must have the courses he plans to take approved by his advisor.

Students interested in pursuing special programs or in majoring in business education, elementary education, home economics, or music should enter these programs at the earliest possible date, preferably upon registering for their first semester.

Students interested in obtaining a teacher's certificate should indicate this before registering for the sophomore year.

Courses of Instruction

Courses numbered 100 or 200 are recommended for freshmen; those numbered 200 or 300 are open to sophomores; those numbered 300 to 400 are intended for juniors and seniors. Those numbered 500 are for undergraduate and graduate students. Courses numbered 600 are for graduate students only. Credit hours for each course are listed in parentheses after the title.

The University reserves the right to make necessary changes in the class schedule where there is insufficient demand for an announced course.

Class Attendance

Campbell University believes that every class hour is important. Regular attendance is a student's obligation and the student is responsible for all work, including tests and written work of all class meetings. Instructors will keep attendance records in all classes. The names of students who miss three consecutive class meetings will be submitted to the Registrar.

Absences will be handled between the student and the professor. The professor is expected to provide the student with information concerning attendance during the initial class meeting. The responsibility of class attendance during the initial class meeting. The responsibility of class attendance rests with the student. When a student's absences threaten to affect his grade, the professor will communicate this fact to the student and the Registrar.

In the event of absences due to severe personal illness, death in the immediate family, or authorized representation of the University, the student may have the opportunity to make up the work. The student's responsibility is to notify the professor in advance whenever possible.

To receive credit for any course, a student must attend at least 80% of the hours prescribed for the course; individual professors have the

prerogative of imposing a more restrictive policy. When a student forfeits his right to continue with the course, he will be assigned a WP (Withdrew Passing) or WF (Withdrew Failing) by the professor.

CEP Attendance

The Cultural Enrichment Program at Campbell University is consistent with the religious objectives of the institution and reflects the religious heritage which is represented at the institution. Programs are offered in the categories of worship, lectures, and fine arts. Students are required to attend CEP six semesters while at Campbell beginning the first semester of enrollment and continuing until completion. Transfer students are required to attend all semesters with the exception of the last one. Students receive one-half hour credit for each semester of satisfactory CEP attendance. The grade depends upon the number of absences.

Each student must satisfy the CEP requirement to be eligible for graduation.

Enrollment at Other Schools

Requests for permission to enroll in courses at other colleges must be approved in writing prior to enrollment by the Dean or Registrar. Courses to be applied against the requirements in the major field must meet with the approval of the Chairman of the Department.

A deficit in quality points on courses taken at Campbell must be made up at Campbell.

Advanced Placement

College credit will be awarded to a student who completes the advanced placement examination with a score of three or better. Three hours of credit may be awarded for any achievement test completed with a score of 650 or better. No grades will be given in courses for which credit is granted by examination.

Applicants should arrange with the College Entrance Examination Board for the advanced placement test and should request the College Entrance Examination Board (CEEB) to send the results of these examinations to the Director of Admissions.

The decision on the appropriate amount of credit to be awarded will be determined by the Department Chairman with the approval of the Dean of the University.

Credit By Examination

Credit may be earned by satisfactorily completing the General Examinations or the Subject Examinations of the College Level Examination Program (CLEP) of the College Entrance Examination Board. A maximum of sixty-four hours of credit may be earned for scores equal to or better than the 25th percentile as suggested by the American Council on Education.

Credit for courses in the core curriculum to be earned through CLEP, DANTES, USAFI, APP, CHALLENGE EXAMINATIONS, and other non-traditional methods must be submitted not later than the end of the student's first year of residence at Campbell or any other accredited institution of higher education.

Credits for the CLEP Subject Examinations will be awarded for scores at or above the average score made by "C" students in the national norms for the Subject Examinations.

Applicants who seek credit by examination may obtain further information from the Registrar of the University.

No grades will be given for credit earned by non-traditional methods.

Correspondence Courses

The maximum credit in correspondence courses allowed will be twelve semester hours with not more than six semester hours in the field of the major. The question of determining what is acceptable credit in correspondence courses will be the responsibility of the Dean of the University or Registrar and the Chairman of the Department.

Classification

The classification of a student depends upon the amount of college work and the number of quality points earned and not upon the length of time enrolled in the University. A student is classified:

- (1) As a senior, upon the completion of 90 semester hours with a C average on all work attempted.
- (2) As a junior, upon the completion of 55 semester hours with a C average on all work attempted.
- (3) As a sophomore upon the completion of 23 semester hours with a C average on all work attempted.
- (4) As a freshman, if the regular admission requirements have been met.

- (5) As a special student, if for some approved reason he is registered for one or more courses but does not meet the admission requirements.
- (6) As a part-time student, if with approval he is registered for less than 9 hours of credit work.

Grades And Quality Points

The grading scales with the assigned Quality Points are as follows:

Grade	Quality of Work	4 Point Scale
A	Superior	4
B	Above average	3
C	Average	2
D	Below average	1
F	Failure	0
I	Incomplete	0
WF	Failing at time of withdrawal	0
WP	Passing at time of withdrawal	0

Students who began their work at Campbell in the fall semester of 1975, or subsequently, have been graded according to the 4 point scale.

All records of students currently and prospectively enrolled which are not on the four-point scale will be converted to a four-point grading scale.

A grade of I (Incomplete) must be removed by the completion of the work within 30 days after the opening of the next semester; otherwise it will be recorded as an F. The Registrar may make exceptions to this rule in unusual cases.

The cumulative grade point average is determined by dividing the total quality points earned by the total number of semester hours attempted.

Retention

To be eligible for readmission students must have met the following cumulative grade point average on all college-level work attempted:

1. Students who have attempted fewer than 48 semester hours must have a quality point ratio of 1.4.
2. Students who have attempted 48, but fewer than 78 semester hours must have a quality point ratio of 1.6.
3. Students who have attempted 78 but fewer than 110 semester hours must have a quality point ratio of 1.8.

4. Students who have attempted 110 but fewer than 130 semester hours must have a quality point ratio of 0.85.
5. Students who have attempted 130 or more semester hours must have a quality point ratio of 1.9.

Students not meeting the retention requirements will be advised to attend summer school at Campbell University to improve their grade point average.

Students having a deficit of twenty or more quality points will be placed on probation. They will continue on probation until they have met the retention standard.

Readmission of any student from one semester to another is not automatic. The Committee on Retention may suspend from the University at the end of any term any student whose academic achievement has not met the retention standard.

Students who have been ruled ineligible for readmission may appeal to the Committee on Retention.

To receive financial aid under the Federal Title IV Program, a student must be making "satisfactory progress" toward graduation as defined above.

In addition, a full-time student must complete an average of 12 hours each semester during the first two years and an average of 13 hours during the remainder of the undergraduate study.

Any student returning to Campbell University following academic suspension must attend one semester and demonstrate satisfactory progress to receive financial aid.

Resident Status

All undergraduate students attending Campbell University are required to live in a college residence hall, unless they are married or commute from the home of their parents. Students living in a residence hall may not maintain a second residence off campus.

Students living in a residence hall must carry a minimum load of 12 semester hours during the fall and spring semesters and 6 semester hours during a summer term.

Students attending a summer term must comply with the residence hall regulations.

Student Handbook

The *Student Handbook* is published each year by the student personnel staff. Student activities, campus services, academic regulations, and policies and regulations governing student affairs at Campbell University are stated in the *Student Handbook*.

Every student is expected to become thoroughly acquainted with the *Student Handbook*. Students are responsible for complying with the policies and regulations presented in the annual edition of the *Student Handbook*.

Eligibility Regulations

1. No student will be allowed to take part in intercollegiate contests during a semester if he registered later than the fifteenth calendar day following the opening date of the semester.
2. No student who is taking less than twelve semester hours of scholastic work shall be permitted to represent the University in any contest or any public performance.
3. No one who passed during the previous semester less than eight semester hours and physical education will be permitted to represent the University in any contest or public performance. The requirement for two preceding terms of attendance is twenty-four semester hours of credit. Summer sessions may be used to earn any number of credit hours which may be applied to meet the average of twelve credit hours in the term of attendance immediately preceding participation.
4. Any freshman who desires to participate in intercollegiate athletics during the second term of his attendance must have passed twelve hours of academic work in order to be eligible.
5. No one will be allowed to represent the University in any contest or public performance who has a deficit at the beginning of the semester of more than forty quality points.
6. Anyone who has been placed on social probation will be considered ineligible for representation of the University in any contest or public performance.

Honor Societies

Epsilon Pi Eta. The Epsilon Pi Eta society was organized in the Fall of 1928 for the purpose of promoting character, leadership and scholarship. Membership is gained by being nominated by at least twenty-five percent of both the faculty and members of the society. Members must also achieve a specified academic record for three consecutive semesters.

Phi Eta Sigma. A chapter of Phi Eta Sigma, freshman honor society, was installed at Campbell on October 28, 1974. Admission requirements to the society are fifty percent A's and fifty percent B's for a normal academic load during the first semester or year at Campbell. The society is open to both freshman men and women.

Phi Kappa Phi. A chapter of Phi Kappa Phi was established at Campbell in the Fall of 1974. The purpose of Phi Kappa Phi is to emphasize scholarship in all academic fields. Membership is open to men and women who are in the upper ten percent of the senior class and the upper five percent of the junior class in the final term of the junior year.

Omicron Delta Kappa. A circle of Omicron Delta Kappa was organized on the campus of Campbell University in the fall of 1977. The purpose of Omicron Delta Kappa is to recognize and encourage the achievement of exemplary character and superior quality in leadership in the five major phases of campus life, namely: scholarship (upper 35 percent); athletics; social and religious affairs; publications; and speech, music, drama, and the other arts. Membership is awarded to men and women students who are juniors and seniors and who meet the specified criteria for eligibility.

Dean's List

The requirements for making the dean's list are as follows:

1. A minimum class load of 12 semester hours.
2. An average of 3.25 (2.25 on 3 point scale) or better on work completed during a semester.
3. No grade below C.
4. Not more than one C grade.
5. No incomplete grades.
6. No overcuts in classes or C.E.P.
7. Not on social probation.
8. No penalty points in effect.

President's Honor List

The requirements for making the President's honor list are as follows:

1. Be eligible for the dean's list.
2. Completed at least a second semester of residence at Campbell.

3. Have a cumulative grade point average of 3.50 on a 4 point scale (2.50 on a 3 point scale) on work taken here at Campbell and on all work attempted.

NOTE: The honor lists are prepared at the end of the fall and spring semesters each academic year. In order to be eligible, a student must meet the requirements at the time the lists are prepared.

Withdrawal From University

To officially withdraw from the University during a semester a student must contact either the Dean of Men or Dean of Women.

After a conference with one of the preceding individuals the student is given a Withdrawal Card. This card must be completed and returned to the Office of Student Personnel in order to receive an official withdrawal.

Courses dropped without proper clearance are recorded as WF and will count as hours attempted.

Transcripts

The first copy of a student's record is issued for him upon request without charge. Requests for additional copies should be made to the Registrar by the student and should be accompanied by a remittance of \$1 for each copy desired.



3. Financial Information





3. FINANCIAL INFORMATION

TUITION AND GENERAL FEES

Campbell University has consistently worked to keep the cost of a good college education as low as possible without sacrificing the quality of its academic program. At Campbell a student's tuition and general fees pay for approximately 70 percent of the expense of educating that student. The remaining 30 percent is derived from university endowment earnings, gifts, grants, and miscellaneous revenue.

The cost for the 1980-1981 academic year at Campbell University, exclusive of books, is as follows:

Resident Students:	First Semester	Second Semester	Total
Tuition	\$ 737.50	\$ 737.50	\$1,475.00
General Fees	782.00	763.50***	1,545.50
Meals (5-day ticket)*	445.00	445.00	890.00
Room**	235.00	235.00	470.00
Accident Insurance	12.50	-0- ****	12.50
Student Government Fee	<u>12.50</u>	<u>12.50</u>	<u>25.00</u>
	\$2,224.50	\$2,193.50	\$4,418.00

Communting Students:	First Semester	Second Semester	Total
Tuition	\$ 737.50	737.50	\$1,475.00
General Fees	782.00	763.60***	1,545.50
Student Government Fee	12.50	12.50	25.00
Accident Insurance	<u>12.50</u>	<u>-0- ****</u>	<u>12.50</u>
	\$1,544.50	\$1,513.50	\$3,058.00

*For 7-day ticket add \$32.00 per semester.

**Residence halls range in price from \$235.00 to \$285.00 per semester.

***New second semester students will be charged \$782.00.

****New second semester students will be charged \$9.50.

Out-of-State Tuition Fee

All students who are not residents of North Carolina are required to pay an out-of-state tuition fee of \$25.00 per semester.

Accident Insurance Fee

All students are required to purchase an accident insurance policy. This fee is \$12.50 and has blanket coverage up to \$1,000.

Hospital illness coverage insurance is optional with the student at a cost of \$20.00 each twelve months.

Health Service

The University does not charge a health service fee. Each student is entitled to clinical services at the university infirmary which is open 24 hours a day. There are no costs to students who are confined to one of the beds in the infirmary, but there are charges for the drugs used by the patient.

Student Government Fee

The Student Government Association fee is established by this student organization and the Board of Trustees. The student government fee is \$12.50 per semester. This fee is used to sponsor concerts, lectures, films, and social entertainment for the students.

Private Room Fee

An additional \$100.00 per semester is assessed for private rooms. Arrangements for rental of private rooms to the limit of their availability can be made with the Dean of Men and the Dean of Women.

OTHER FEES

Application fee (new applicants only)	\$ 15.00
Art laboratory fee	\$ 15.00
Graduation (Undergraduates) fee	\$ 15.00
Home economics laboratory fee (per course)	6.00
Musical fees (per semester):	
Private lessons in piano (including piano practice)	\$ 70.00
Private lessons in organ (including organ practice)	\$ 70.00
Private lessons in voice	\$ 70.00
Private lessons in band instruments	\$ 70.00
Private voice, piano, organ and band instruments instruction for special students (per course)	\$ 58.00
Rental of Musical Instruments	\$ 10.00

Liberal arts courses for part-time students taking less than nine (9) semester hours (per credit hour)	\$ 55.00
Private room (per semester)	\$100.00
Room key (this fee is refundable)	\$ 10.00
Science laboratory fee (per course, per semester)	\$ 15.00
Student teaching fee	\$ 50.00
Typewriter laboratory fee	\$ 6.00
Parking fee (per semester)	\$ 4.00
Transcript fee (single copy)	\$ 1.00
5-day meal ticket (per semester) (for day student information)	\$445.00
7-day meal ticket (per semester) (for day student information)	\$477.00

ADVANCE ENROLLMENT DEPOSIT

All freshmen, transfer, and returning students are required to pay a \$100.00 advance enrollment deposit. This deposit is due two weeks from the date of acceptance. This fee is refundable prior to May 1, if the student requests it in writing to the Admissions Office. This fee is deducted from the semester's total expenses. This deposit is required of all students and assures the resident student a room in one of the residence halls.

PROCESSING FEE

A processing fee of \$15.00 is required with all original applications. This fee is applied against the cost of evaluating applications and is not refundable.

PAYMENT OF BILLS

Tuition and general fees are to be paid on or before entrance. Payment for room and board must be made in advance for each half semester.

In extreme cases, provision is made for 60 to 90 day extensions on unpaid balances, but this should be cleared with the assistant treasurer of the University prior to registration. Students are not permitted to enter classes or graduate until all financial obligations are settled.

WITHDRAWAL REFUNDS

The University plans its educational program for the entire academic year; therefore, tuition and general fees are not refundable after 48 hours.

In the event of justifiable withdrawal during the semester, the student will be charged for room and board plus 10 percent (10%) in excess of the charges for the period of attendance.

Please note that this applies only to charges for room and board. No refunds are made after November 1 in the fall semester and April 1 in the spring semester.

No refund on any of these payments will be made to students whose conduct results in suspension or expulsion.

Students with financial obligations to the university will be permitted to take semester examinations, but no statement of work completed will be released by the Registrar until the student has made satisfactory settlement of all charges with the Business Office.

The University reserves the right to change fees and charges with adequate notice when necessary due to inflation.

SUMMER SCHOOL EXPENSES — 1981

Tuition and		
General Fees	\$506.50 (each 5 weeks)	\$1,013.00 (10 weeks)
Student Activities	1.00 (each 5 weeks)	2.00 (10 weeks)
Insurance (includes		
sickness)	5.25 (each 5 weeks)	10.50 (10 weeks)
Room & Board	<u>217.50 (each 5 weeks)</u>	<u>435.00 (10 weeks)</u>
	\$730.25 (each 5 weeks)	\$1,460.40 (10 weeks)

In addition to the above, students from outside the State of North Carolina will be charged an additional \$8.34 for each five week term. All charges for Summer School must be paid for each five week term in advance or on the date of registration.

LINEN SERVICE

Linen rental service, which includes two (2) sheets, one (1) pillowcase, four (4) towels, and three (3) washcloths per week on an exchange basis, is optional and available to all students on the basis of \$37.50 per semester. A \$5.00 refundable advance deposit is required and is returned at the end of each semester after all linens rented have been returned to the laundry. Students will be charged for lost linen and linen not returned to the laundry on the basis of the net cost to the University.

Laundry and Dry Cleaning Service

This service is optional and is available to all students. Those students wishing to participate in the laundry and dry cleaning services on a

semester basis are given a laundry credit card and are required to make a nonrefundable deposit at the beginning of the fall term in the amount of \$25.00 to establish credit. Students with established credit may use their credit cards for both laundry and dry cleaning. When the initial required deposit has been expended, the student with established credit may continue to use his or her credit card for laundry and dry cleaning service for the remainder of the school year and will be billed monthly from the Business Office.

University Bookstore.

The University Bookstore is operated for the convenience of students. Since it is operated on a cash basis, students should budget approximately \$75.00 per semester to purchase necessary books and supplies.

Banking Service

The First Citizens Bank and Trust Company is within walking distance of the campus for students who desire banking services.

Infirmary

The Pearson Memorial Infirmary provides medical services to all actively enrolled students of Campbell University as are routine in an Infirmary type situation. There is at all times a well qualified nurse on duty. The Physician's Assistant maintains office hours at the Infirmary and is on call twenty-four hours a day. He has full support and consulting services with a group of five physicians at Betsy Johnson Memorial Hospital in Dunn, North Carolina.

When emergency situations develop the student should report to the nurse at the Infirmary who will in turn arrange for such medical attention as is indicated. It should be borne in mind that the cost of drugs and laboratory fees will be assumed by the student.

Campbell University is affiliated with the Lee-Harnett Mental Health Center which is located in Buies Creek. This affords students access to a superb staff when this type of professional help is needed. (Students should report to the Infirmary and be referred to the Mental Health Clinic from the Infirmary.)

To provide the best possible medical attention for the entire student body, it is suggested that each student keep the following policies in mind:

1. Except for emergency cases students needing medical attention should report to the university nurse during regular office hours.

2. Students are expected at all times to conform to the instructions of the Infirmary personnel as to when to enter and leave the Infirmary and when to report for examination or treatment. Any student leaving the Infirmary against the advice of the Infirmary personnel makes himself subject to disciplinary action, and the University in turn assumes no responsibility for complications that might develop as a result of the student's refusal to heed such advice.
3. The Infirmary personnel do not make calls in the residence halls. Should emergencies arise, the nurse on duty at the Infirmary should be so advised.
4. Inpatient visiting hours are from 1 to 2 p.m. and 7 to 8 p.m. only, and are limited to suitmates of the patient.
5. All accidents should be reported to the Infirmary as soon as possible.
6. If it is at all possible, students should report to the Infirmary before seeing another doctor.
7. **Consent to medical treatment.** Each student eighteen years of age and older, and the parent, or if no parent, legal guardian, of a student under eighteen years of age, shall be required to execute, at or prior to admission, a written authorization and consent for medical treatment in such form as the University may prescribe.
8. Prescriptions from the student's family physician may be filled or refilled at the Infirmary Pharmacy only if the student has been seen by his or her family physician for treatment.

FINANCIAL AID

Campbell provides an extensive financial aid program for students who have need. In 1979-80 Campbell gave some type of financial assistance to 82 percent of her students. Scholarships, grants, loans, and employment on the campus are available. Further information about financial aid, including application forms, may be obtained from the Financial Aid Office, Campbell University, Box 36, Buies Creek, NC 27506.

GUIDELINES

Financial assistance is generally made to students on the basis of (1) prior academic record and expectations, (2) the individual's need for assistance, and (3) evidence of continuing good citizenship. Many awards are renewed in subsequent years, provided the recipient continues to make normal progress toward graduation, continues to be in need of assistance, and applies each year.

Campbell University desires to provide financial assistance sufficient to meet the needs of its students. To assist in the determination of need, Campbell, like many other educational institutions and outside assistance agencies, has its students complete a confidential financial statement for the purpose of establishing the financial strength of the student and his family.

When completing the family financial statement (FFS), or financial aid form (FAF), the student should request that the completed analysis be sent to Campbell University. The confidential statement and Campbell University Application for Financial Aid is given to each student enrolled in the University. The Campbell University Application is mailed to incoming students in the admissions packet. The needs analysis forms are available in the high school guidance counselor's office and/or the financial aid office.

Students must reapply for loans, grants, and scholarships each year as they are not automatically renewable.

Scholarships

Campbell University each year provides assistance to many of its students through various scholarships that are financed through institutional funds as well as privately funded scholarships. Since scholarship assistance will often meet only a part of the financial need, it is recommended that scholarship applicants apply also for the other financial aid programs administered by the University.

A student must be enrolled in nine hours or more to receive a scholarship.

Institutional Scholarships

The following scholarships are provided by the University.

- (1) Students preparing for full-time church-related vocations—\$300 per year.*
- (2) High School Valedictorians who begin their post-secondary education at Campbell—\$200 per year.
- (3) High School Salutatorians who begin their post-secondary education at Campbell—\$200 per year.
- (4) Full-time pastors serving churches that participate in and cooperate with the Cooperative Program of the North Carolina Baptist State convention — Tuition Scholarship (Tuition is approximately one-half of the total tuition and general fees charged at registration.)

- (5) Wife of Number (4) above — Tuition Scholarship.
- (6) Full-time church pastor, other than Number (4) above—\$300 per year.
- (7) Wife of Number (6) above—\$10 per year.
- (8) Children of Number (4) above—\$250 per year.
- (9) Children of Number (6) above—\$100 per year.
- (10) Children from Children's Homes—\$200 per year.
- (11) Children of N. C. Baptist State Convention Employees—\$250 per year.
- (12) Children of Baptist employed Associational Missionaries affiliated with the N. C. Baptist State Convention—\$250 per year.
- (13) Royal Ambassador (Service Aide) and Acteen (Studiact) Scholarships (additional brochure may be requested—\$200-\$400 per year.

Applications must be submitted for renewal each year. Before March 1 applicants should write to the

Brotherhood Department or State Acteens Director, Baptist State Convention, P. O. Box 26508, Raleigh, North Carolina 27611.

- (14) Students selected by Pastors of churches cooperating with the Baptist State Convention of North Carolina—\$100 per semester. For 8 semesters.
- (15) Other institutional scholarships are available in the areas of athletics, music, admissions and academics.

*To qualify for a scholarship, a full-time church-related vocation student must present a letter of recommendation from his or her church. Continuation of the award of such scholarships is conditioned upon the student's satisfactory performance. All students receiving scholarships from the University because of their church-related vocation commitment are required to take an average of one religion course each semester while enrolled at Campbell University.

ENDOWED SCHOLARSHIPS

Campbell is most grateful for the financial assistance made available to its students each year through scholarship programs established by its many supporters. Academic major, financial status of family, academic achievement, character, and the geographical area of applicant often are factors that must be considered in the selection of scholarship recipients.

The number and amount of these scholarships each year is dependent upon number of returning recipients and earnings available from the invested principals.

SCHOLARSHIPS

Restricted Endowment Funds

Ned B. Ball Business Scholarship
Benson Baptist Church Scholarship
E. Willard Berry Endowed Memorial Scholarship
Kate Britt Biggs Scholarship
Joe E. Bouldin Memorial Scholarship
Josephine Harmon Bradley Scholarship
The Lola Kearney and Rufus Allen Britt Endowed Scholarship
George H. Britton, Sr. Scholarship
The Judge John J. Broderick Memorial Scholarship
Bryan-Faircloth Presidential Scholarship
Mr. and Mrs. J. Shepherd Bryan Memorial Scholarship
James E. and Mary Z. Bryan Foundation Scholarship
Lanie Horton and W. Carroll Bryan Scholarship
Dr. and Mrs. A. R. Burkot Living Endowment Scholarship
Ruby Baily Byrd Scholarship
Ruth Carter Memorial Scholarship
Crawford Rogers Coates Memorial Scholarship
Iley Inscoe Crawley Scholarship Fund
Andy Creed Memorial Scholarship
The Danner Family Scholarship
Everette Lassiter Doffermyre Scholarship
Lucille Lawrence and Waylon Scott Ellis Scholarship
Carl Fitchett Memorial Scholarship
Ellen Barnes Floyd Scholarship
Betty Byrd Green Music Scholarship
Valera Justice and Stacy Buckner Hall Scholarship
Blanton A. and Mamie Elizabeth Hunter Hartness Scholarship
J. Paul and Bettie H. Hatley Scholarship
Brenda Joyce Holland Scholarship
Charles B. and Alma Dark Howard Scholarship
John Stewart and Mary Cox Howard Scholarship
Ronald Hyatt Memorial Scholarship

Sue Weddle and B. W. Jenkins Scholarship
Robert S. and Mattie McPherson Jernigan Endowed Scholarship
Berles C. and Frances B. Johnson Scholarship
Dr. Ralph Johnson Memorial Scholarship
Rufus Warren Johnson Memorial Scholarship
Starr Johnson Memorial Scholarship
Grace Butler and Frederick Rulfs Keith Living Endowment Scholarship
I. Beverly Lake Constitutional Law Scholarship Award
Layton Memorial Scholarship
Mamie V. Luther Memorial Scholarship
Marshbanks Scholarship
Robert Allen McIntyre, Jr. Memorial Scholarship
Mary Paschal Scholarship
D. Russell Perry and Gertrude McIntosh Perry Scholarship
Diffie Cummings and Martha Speas Phillips Endowed Scholarship
Tina Walker Poole and William Henry Poole, Sr. Scholarship
Mr. and Mrs. A. E. Rozar Memorial Scholarship
Ellen Amanda Rumley Scholarship
Jesse Slocumb Smith Scholarship
S. C. Foundation of Independent Colleges Scholarship
Chloe Avery and George Thomas Scott Scholarship
Alice Pruitt Shouse and James S. Shouse Scholarship
Martha Kathryn and Woodrow Wilson Small Scholarship
Maxey Dalton and Lillian D. Small Scholarship
Willie Mae and A. Clay Smith Scholarship
H. Paul and Dee M. Strickland Scholarship
J. Hunter and Mabel C. Strickland Scholarship
Campbell University Tartan Club Scholarship
Fred L. and Alliene Fresh Taylor Endowed Scholarship
Walter James and Margaret Chason Wiggins Memorial Scholarship
Mildred Harmon and Norman Adrian Wiggins Law Scholarship
I. R. Williams Memorial Scholarship

Restricted Endowment Fund Scholarships In Progress

Campbell University Board of Ministers Scholarship
The Major Sam Byrd Trust Education Scholarship
The Major Sam Byrd Law School Scholarship
C & D Insurance Service, Incorporated Scholarship
Carolyn Clark Memorial Scholarship

Hargrove B. Davis Golf Scholarship
Sarah Gray Duncan and Virgil Ennis Duncan Scholarship
Elizabethtown Baptist Church Scholarship
James L. Faison Memorial Scholarship
Eula Green and Rufus Benton Harmon Memorial Scholarship
Evander Washington and Mina West Jackson Scholarship
Mildred Horner and E. Weldon Johnson Scholarship
King Roofing and Manufacturing Company Scholarship
Calvin Koonce Scholarship
Campbell University Department of Mathematics Scholarship
Brenda Elaine McLaurin Scholarship
John A. McLeod, Jr., Journalist Scholarship
Lundie Calvin Ogburn and Mamie Avery Byrd Ogburn Trust
Page Memorial Scholarship
Robert T. Peters, III Scholarship
Provident Charitable Foundation Scholarship
Southeastern Trust School Scholarship
Elgie Lee and Lonnie Dalton Small Scholarship
Ruby and Steve J. Smith Scholarship
Elise M. K. Stephenson Memorial Scholarship
Grace White and Gilbert Thomas Stephenson Scholarship
James P. and Carolina Stovall Trust
Algernon Sydney Sullivan Scholarship
Mary Mildred Sullivan Scholarship
D. M. Tatum Memorial Scholarship
Horace Graham Thompson Memorial Scholarship
G. A. Tripp Social Science Scholarship
Wade Baptist Church Financial Aid Fund
Alvin Dale Wells Memorial Scholarship
Wilkins Scholarship Aid

Other Scholarships

Wilma McCurdy Memorial Scholarship
Dorothea Van Deusen Opdyke Scholarship

JAMES E. AND MARY Z. BRYAN FOUNDATION

Student Loan Plan

Legal residents of North Carolina enrolled or accepted for enrollment as full-time students in undergraduate programs may borrow up to \$750 per semester, but may not exceed \$6,000 during their undergraduate study. Loans are administered by College Foundation, Inc. The interest rate is 1% during the in-school, grace, and approved extension periods, and 6% during the repayment period.

Repayment begins on the first of the seventh month after the borrower ceases to be a full-time student.

Applications may be obtained from the Financial Aid Office at Campbell or from College Foundation, Inc., 1307 Glenwood Avenue, Raleigh, N. C. 27605.

When requesting an application from the Foundation, the applicant must include the name and address of the educational institution that he or she plans to attend. Applications must be sent to the aid officer for certification; the aid officer will submit certified application to the Foundation. July 1 is the deadline for applications for the fall semester. Applications should be received at Campbell two weeks before this date.

STATE GRANTS AND LOANS

North Carolina Legislative Tuition Grant

Full-time, undergraduate, resident students of North Carolina may receive funds by completing the proper application (NCLTG application).

North Carolina Student Incentive Grant

Students may receive up to \$1,500 by submitting a copy of the needs analysis to College Foundation, Inc. by March 31. Student will receive a request for additional information if eligibility is determined for the Student Incentive Grant.

NORTH CAROLINA STATE CONTRACTUAL SCHOLARSHIP FUND

Students who are residents of North Carolina and who establish financial need beyond the NCLTG may qualify for assistance from North Carolina State Contractual Scholarship Fund. Information is available in the Financial Aid Office.

Vocational Rehabilitation

Students who are residents of North Carolina and have physical or emotional disabilities should contact the State Rehabilitation Commission for assistance.

GUARANTEED STUDENT LOAN

At the time of printing of the catalog, the Guaranteed Student Loan Program is in a state of revision. Students should contact the Financial Aid Office for details.

North Carolina Scholarship Loan Fund for Prospective Teachers

This loan fund was established by act of the legislature of North Carolina in 1957 for capable students who are preparing to teach in selected areas in the public schools of North Carolina. Students with a good high school or college record may be eligible for a loan in the amount of \$900 for each of the four years in college. One annual loan is automatically cancelled for each year the student teaches in the public schools of North Carolina. If the student does not teach, the loan must be repaid at seven percent annual interest.

FEDERAL GRANTS AND LOANS

Supplementary Educational Opportunity Grants

A limited number of supplementary educational opportunity grants are available to students attending Campbell University. Funds for the grants are provided by the federal government. Grants under this program can be awarded to students who: (1) are nationals of the United States; (2) have been accepted for enrollment as full-time students, or who are in good standing and are in full-time attendance; (3) show evidence of academic or creative promise and capability of maintaining good standing in their course of study; (4) demonstrate a financial need. Grants under this program vary from \$200 to a maximum of \$2,000 per year depending upon funds available and the need of students concerned.

Basic Education Opportunity Grant

Students who have a sufficient financial need may be eligible for this grant. Students may apply by submitting a BEOG application to Basic Grants or requesting that a copy of their FFS or FAF be sent to Basic Grants.

The application should be sent as soon after January 1 as possible.

Veterans Assistance

Veterans, widows of veterans, children of disabled or deceased veterans, and active military personnel who need assistance in applying for benefits should contact their local Veterans Administration Office or The Director of Veterans Affairs, Campbell University, Buies Creek, North Carolina 27506.

Army ROTC Scholarships and Funds

The Army ROTC Scholarship program is designed to offer financial assistance to outstanding young men motivated toward an Army career. Each scholarship provides free tuition, textbooks, and laboratory fees in addition to a subsistence allowance of \$100.00 per month for ten months of each scholarship year. Four-, three-, two- and one-year scholarships are awarded on a competitive basis. Four-year scholarship applications are accepted from September 1 through December 31 for the academic year beginning the next fall. Four-year scholarship applications may be obtained by writing Army ROTC, Fort Monroe, Virginia 23351. Information concerning three-, two- and one-year scholarships may be obtained by writing to, or visiting, the Professor of Military Science, Campbell University, Box 307, Buies Creek, North Carolina 27506. All advanced ROTC students (Junior and Senior students) without a scholarship receive \$100.00 per month allowance during ten months of each year.

National Direct Student Loan

A program of borrowing, based upon need, enables students who are eligible to borrow a maximum of \$2,500 during the freshmen and sophomore years. The maximum amount for undergraduate studies is \$5,000. These loans are non-interest bearing while a student is enrolled full time. During the repayment period, interest is calculated at 4 percent on the declining balance. Payment may be deferred under certain conditions. Contact the Financial Aid Office.

Repayments of these loans are made quarterly.

College Work-Study

This program provides the student who is eligible under the Federal College Work Study Program an opportunity to work and earn part of the money necessary to meet his educational expenses. It is an "hours worked, hours paid" type of program. The student approved for Work-Study is compensated on a monthly basis for the hours that he has worked during the month. The student is not permitted to deduct a Work-Study award from his educational charges at the

beginning of the semester that he has been approved to work. Students work in almost all areas of the campus—library, food service, physical plant, dormitories, academic departments, administrative offices, athletics, etc. Student workers are encouraged to arrange work schedules that allow adequate time for their studies.

Students interested in assistance of this type must complete a FAF or FFS application which may be obtained from a high school guidance counselor or from the University's Financial Aid Office. Assistance in completion of appropriate forms will be offered when needed. After being approved for Work-Study, each student must visit the Financial Aid Office to obtain a work contract before beginning work.

How to Apply For Financial Aid

- (1) Complete application for Admission to Campbell University and send to Admissions Office, P. O. Box 546, Buies Creek, N. C. 27506.
- (2) Complete Financial Aid Application for Campbell University and send to Financial Aid Office, P. O. Box 36, Buies Creek, N. C. 27506.
- (3) Complete a Family Financial Statement, American College Testing, or Financial Aid Form, College Scholarship Service. These are available from your high school guidance office or the University's Financial Aid Office. Mail to processing center with a request for copy to be sent to Campbell University.

Application for financial aid should be received in the Financial Aid Office by April 15.

After this date financial aid is awarded as soon as all information listed above has been filed, and you have been accepted for admission to the University. Applications received after April 15 will be considered as funds become available.

Additional information may be obtained by requesting a copy of the Student's Financial Aid Consumer Information brochure from the Admissions Office or the Financial Aid Office.

ENDOWMENT FUNDS

The Graham A. Barden Chair of Government

Ora Carr Cansler English Professorship

The Creech Memorial Scholarship Annuity Trust

Lucille Lawrence Ellis Professor of Law

The Charles B. and Alma Dark Howard Chair of Religion

Jefferson-Pilot Professorship of Business

Ruth Bethea Johnson Annuity Trust
The Lundy Chair of the Philosophy of Business
Gordon B. Rowland Charitable Unitrust
Mrs. Siddie Sauls Annuity Trust
Victor Small Trust
T. F. Staley Lecture Program
Jesse Miller Tucker Memorial Fund
The Lewis Edward and Martha Barnes Tyner Chair of Bible

Unrestricted Endowment Fund

The D. Rich Memorial Endowment Fund

ENDOWMENT FUNDS IN PROGRESS

Bank of North Carolina, N.A. Chair of Banking Fund
Blackmon Annuity Fund Trust
Chair of Church Music (The Howard Fund)
Faircloth Fund
Department of Geology Fund
General Law School Fund
Thomas J. (Jack) Lynch — Professorship of the Philosophy of Law
Mabel Powell Chair of English
J. Leon Rumley Chair of Business
Mrs. M. A. Small Annuity Trust
Claude E. Teague Library Bookshelf Fund
Evelyn and James Bennett Willis Annuity Trust
Margaret Ross and James Bennett Willis Annuity Trust



4. Academic Program





Bachelor's Degrees

Campbell University confers six Bachelor's degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Business Administration, Bachelor of Music Education, Bachelor of Special Studies, and Bachelor of Health Science.

To be eligible for a Bachelor's degree, the candidate must have demonstrated evidence of good character, must have completed the prescribed work, and must have met the minimum residence requirement of thirty-two semester hours. This shall be interpreted as the last year preceding graduation.

A candidate for a Bachelor's degree must:

1. Complete the General Curriculum required for the specific degree.
2. Satisfy the Cultural Enrichment Program attendance requirement.
3. Complete a minimum of nine semester hours in the departmental major at Campbell
4. Average C on all work attempted, average C on all work attempted at Campbell University, and average C or better in all courses required for the major.
5. Complete 128 semester hours of college work including Health 111 and two semester hours of physical education.

A student is normally allowed to attempt only 160 semester hours before graduation. This number may be exceeded with the approval of the Retention Committee.

Associate In Arts Degree

A candidate for the Associate in Arts degree must have demonstrated evidence of good character, must have completed the prescribed work, and must have met the minimum residence requirement of sixteen semester hours.

A candidate for the Associate in Arts degree must complete 64 semester hours of work including Health 111 and two semester hours of physical education. He must have earned a C average on all work offered for graduation. Also, he must have a C average on 80 per cent of all work attempted.

Graduation

Degrees will be conferred at the end of the regular semesters in December and in May and at the end of the second term of summer school.

The responsibility for meeting the requirements for graduation rests upon the student.

Application for Graduation

The candidate is responsible for applying for graduation at the beginning of the final semester before graduation. Applications must be on file in the Office of the Dean of the University. Also the candidate must take care of all financial obligations prior to graduation.

Graduation with Honors

Students who achieve a grade point average of 3.25 will be graduated CUM LAUDE, 3.50 MAGNA CUM LAUDE, and 3.75 SUMMA CUM LAUDE.

Graduation with honors is determined by the overall grade point average on all work attempted and on all credit earned at Campbell University.

To be eligible for honors a student must have completed a minimum of 60 semester hours at Campbell in a five-year period immediately preceding graduation. A transfer student may receive no honors which require a quality point average higher than the quality point average attained on work at Campbell University.

Graduation In Absentia

All candidates are expected to participate in the graduation ceremony. Those students who cannot be present should present to the Dean of the University a request with their justification for graduating in absentia.

The General Curriculum

The General Curriculum is composed of courses from six subject areas. Beginning students should select courses from the General Curriculum in the following order:

A. *English Language and Literature*

All students must take an English course every semester until the English requirement is fulfilled.

B. *Foreign Languages*

All students must take a Foreign Language every semester until the Foreign Language requirement is fulfilled.

C. *Mathematics and Science*

All students must take Mathematics every semester until the Mathematics requirement is fulfilled. All students must take 8 hours of Science during either the Freshman or Sophomore year.

D. *Western Civilization*

All students must take either History 111, 112 or Religion 101, 202 or 212 during the Freshman year. Six additional hours are required in Social Science or Philosophy. All students must take the other required general courses during the Freshman or Sophomore year. (Students interested in majoring in History or Social Science should take History 111, 112 during the Freshman year.)

E. *Physical Education and Health*

All students must take two semester hours of Physical Education during the Freshman year and Health 111 prior to admission to the Junior class.

F. *Fine Arts*

All students must take either Art 131, Music 131, or *Drama 131.

Exceptions to the General Curriculum must be approved by the appropriate Department Chairman and the Dean of the University.

*Not for Elementary Education majors.

Alternate Courses

In order to complete a schedule, a Freshman or Sophomore student may select one of the following courses.

Business Administration 200

Economics 223, 224

Education 221

English 305

Psychology 222

Journalism 301, 303

Geography 113

Government 229, 230

Home Economics 107

Natural Science 211

Physics 231

R.O.T.C. 101

Sec. Science 111

Sociology 225, 226

Other Freshman and Sophomore level courses may be selected as an alternate upon the recommendation of the student's faculty advisor.

General Requirements for Degrees

Bachelor of Arts

	<i>Sem. Hrs.</i>
Art 131, Music 131, or Drama 131	3
English 111, 112	6
English 221, 222, 223, or 224	6
*Foreign Language	18
History 111-112	6
Social Science or Philosophy	6
Mathematics 111, 112, 140, or 160	6
(or Mathematics 222)	
Natural Science	8
Religion	6
Major	up to 45
Health 111	2
Physical Education	2
Electives	to total 128

Bachelor of Science

	<i>Sem. Hrs.</i>
Art 131, Music 131, or Drama 131	3
English 111, 112	6
English 221, 222, 223, or 224	6
*Foreign Language	12
History 111, 112	6
Social Science or Philosophy	6
Mathematics 111, 112, 140 or 160	6
(or Mathematics 222)	
Natural Science	12
Religion	6
Major	up to 45
Health 111	2
Physical Education	2
Electives	to total 128

*Six hours of the requirements may be satisfied by the presentation of two or more high school units in the same language. Credit cannot be earned for 101 and 102 in the same language after completing 111 or 112.

Bachelor of Business Administration

Sem. Hrs.

Accounting 213, 214 any 300 level course	10
Art 131, Music 131, or Drama 131	3
Business Administration 200, 221, 222, 313, 314, 331, 332, 336	24
Data Processing 225	3
Economics 223, 224, 447, 453, 6 hours of Economics elective	18
English 111, 112	6
English 221, 222, 223, or 224	6
*Foreign Language	6
Mathematics 140, 160	6
Natural Science	8
Psychology 222	3
Religion 101, 3 hours elective	6
Health 111	2
Physical Education	2
History 111, 112	6
Government 229	3
Electives	to total 128

Bachelor of Science (Elementary Education)

Sem. Hrs.

Art 131, 321	6
English 111, 112	6
English 221, 222, 300	6
English 223, 224, 320	6
*Foreign Language	6
Geography 113	3
Government 229	3
Sociology 345	3
Health-Physical Education 333, 334, 444	6
History 111, 112, 221, 222	12
Mathematics 201, 202	6
Music 131, 321	6
Science Education 113, 114, 115	9
Psychology 222	3
Education 221, 341, 351, 431, 443, 444, 445, 446, 457	30
Religion 101, 202, or 212	6
Speech 113	2
Health 111	2

*Six hours of the requirements may be satisfied by the presentation of two or more high school units in the same language. Credit cannot be earned for 101 and 102 in the same language after completing 111 or 112.

Physical Education	2
Electives	to total 128

See department Course description for grade 4-9 certificate requirements.

Bachelor of Music

	<i>Sem. Hrs.</i>
English 111, 112	6
English 221, 222, 223, or 224	6
*Foreign Language	12
History 111, 112	6
Mathematics 111	3
Natural Science	4
Religion	6
Health 111	2
Education 221, 222, 341, 431, 452, 453, 457	24
Music and Music Education	up to 42
Applied Music	up to 18
Choir or Band	7
Physical Education	2

Bachelor of Special Studies

	<i>Sem. Hrs.</i>
English 111, 112	6
Religion 101	3
Mathematics 160	3
Chemistry 111	4
Art 131, Music 131 or Drama 131	3
History 221, 222	6
Government 229, 230	6
Sociology 225, 226	6
Psychology 222	3
Health 111	2
Electives	to total 128

*Six hours of the requirements may be satisfied by the presentation of two or more high school units in the same language. Credit cannot be earned for 101 and 102 in the same language after completing 111 or 112.

Bachelor of Health Science

Sem. Hrs.

English 111, 112	6
English 221, 222, 223, or 224	3
Religion 101	3
Mathematics 111, 112, 140, or 160	3
Social Sciences—History 111, 112, 6 hours elective	12
Chemistry 111, 113, or Biology 111, 112	8
Art 131, Music 131, or Drama 131	3
Psychology 222	3
Health 111	2
Physical Education	2
Cognate Courses	18-20
Professional and/or technical courses	up to 64
Electives to total	128

Associate in Arts

Sem. Hrs.

Art 131, Music 131, or Drama 131	3
English 111, 112	6
English 221, 222, 223, or 224	3
History 111, 112	6
Mathematics 111, 112, 140, or 160	6
Natural Science	4
Religion 101	3
Health 111	2
Physical Education	2
Electives	to total 64

ART

ASSISTANT PROFESSOR: MR. RABB

A concentration in Art requires a minimum of 18 semester hours. Required courses include Drawing and Painting (103), The Visual Arts (131), Design (201), and Ceramics (211) or Sculpture (213). An additional 6 hours must be selected from the following: Ceramics (211), Sculpture (213), Drawing and Painting (104), Advanced Design (202), Drawing and Painting (203, 204), Advanced Ceramics (212), Sculpture (214), or Advanced Sculpture (313, 314).

103. Drawing and Painting (3).

Introduction to various drawing media while exploring human anatomy. Color theory and practice concludes the semester. (Fall).

104. Drawing and Painting (3).

Continuation of Art 103 with emphasis on acrylic or oil painting based on the live model. (Spring).

131. Visual Arts (3).

Theory, history, and appreciation of the visual arts as communicative media. Slide lecture and discussion. (Every semester).

201. Design (3).

Design principles that are inherent in every visual art form will be studied and applied in two and three-dimensional studio work. Class discussion. (Alternate semesters).

202. Advanced Design (3).

An individualized continuation of Art 201. (Alternate semesters).

203. Advanced Drawing and Painting (3).

Individual studio research dwelling on problems of composition. Prerequisite Art 103, 104. (Every semester).

204. Advanced Drawing and Painting. (3).

Continuation of Art 203. (Every semester).

211. Ceramics (3).

Basic experiences in wheel-throwing and hand-building with a concern for three-dimensional design. (Alternate semesters).

212. Advanced Ceramics (3).

An individualized continuation of Art 211. (Alternate semesters).

213. Sculpture (3).

Study of mass and volume using clay, plaster, and other pliable materials. (Fall).

214. Sculpture (3).

Continuation of Art 213 with study of mold construction and casting. (Spring).

313. Advanced Sculpture (3).

Introduction to acetylene welding and more complex sculpture methods. Prerequisite Art 213, 214. (Every semester).

314. Advanced Sculpture (3).

Continuation of Art 313. (Every semester).

321. Art—The Child, The School (3).

Methods and materials of art teaching in the elementary school. Creative experiences in diverse media as well as a study of children's art. (Every semester.)

BIOLOGY

PROFESSOR: DR. BEARD

ASSISTANT PROFESSOR: DR. AGNEW, MRS. McCall

INSTRUCTORS: MR. EVERHART, DR. KINNES

A major in Biology may be obtained either within a general, a teacher certification or a pre-professional curriculum. The major consists of a minimum of 32 semester hours and includes Biology 111, 201, 202, 203, 327, 342, and 430, or 437.

Ancillary requirements include Mathematics 112, 160; Chemistry 111, 113, and 207 or 227 and 228; and Physics 221-222 or Physics 251-252; Mathematics 222 is an additional requirement in the pre-professional curriculum. Those who take Mathematics 222 may elect to take Biology 275 instead of Mathematics 160.

A student may elect a major in Natural Science or in Science Education with a concentration of twenty-four semester hours in Biology. It is recommended that the concentration include: Biology 111, any two courses from the 201-203 series, 327, 342, and 430 or 437 and four hours of botany to be selected from 202 or 241; Careful attention should be given to selection of cognate courses in Mathematics and other sciences.

111. Basic Biology (4).

An introduction to biological chemistry, cell biology, energy relationships, reproduction and development, genetics, evolution, and ecology. Prerequisite to all other biology courses.

Courses numbered 200 to 299 are open to all students who hold credit for Biology 111.

200. Human Biology (4).

A study of man from the standpoint of body structure and function, cultural development and biological relationships. (See Biology 221).

201. Microorganisms and Lower Life Forms (4).

An introductory study of bacteria, bluegreen algae, viruses, protozoa, sponges and fungi in the biological economy. Prerequisite: Biology 111.

202. Plants (4).

A survey of diversity and relationships among algae, bryophytes, ferns, fern allies, conifers, and flowering plants, and the roles they perform in the world ecosystem. Prerequisite: Biology 111.

203. General Zoology (4).

The biology of the major groups of animals, with emphasis on general structural plans and diversity, ecology, reproduction, and evolution. Prerequisite: Biology 111.

214. Human Genetics (4).

An introduction to the genetic make-up of humans and to genetic issues of importance to modern society such as radiation effects, transplantation, racial differences, counseling, genetic engineering, and aging. Mostly for non-biology majors.

221. Human Anatomy and Physiology (4).

A detailed study of the structure and function of the major organ systems in man. Continuity is maintained by emphasizing regulation and integration of these systems. Credit may not be received for both 200 and 221.

226. Ornithology (4). Bird identification, classification, evolution, ecology, behavior, and life histories will be emphasized. The study of birds in their natural habitats will be emphasized during the laboratory periods.

241. Field Botany (4).

The collection, identification, and biology of vascular plants, with particular attention to their role in the natural economy.

275. Biometry (4).

The gathering, processing and analyzing of quantitative biological data. Experience is provided in the use of elementary statistical methods and computational devices, including the IBM 1130 computer and facilities of the Triangle Universities Computation Center.

298, 299. Independent Study (1, 1).

The investigation of a biological research problem under the supervision of an instructor. Intended for secondary education majors and science majors having minimal biology course work and background. Emphasis will be given to the scientific method and experimental methodology in its various forms. Prerequisite: Biology 111 and permission of the instructor.

300. Invertebrate Zoology (4).

A phylogenetic approach to the biology of invertebrate groups. Prerequisites: Biology 201, 203.

305. Vertebrate Natural History (4).

Identification, classification, and life histories of common vertebrate animals of North Carolina. Study of the vertebrates in their natural habitats is emphasized. Prerequisite: Biology 203.

320. Developmental Anatomy (4).

An integrated approach to the study of comparative vertebrate anatomy and embryology. Prerequisite: Biology 203.

327. Ecology (4).

A study of the interactions which determine the distribution and abundance of organisms. Prerequisites: Biology 202 and 203, Chemistry 111, and Mathematics 160 or Biology 275; or permission of the instructor.

331. Invertebrate Paleontology (4).

See Geology 331. Prerequisites: Biology 203, 300, or Geology 112; or permission of the instructor.

332. Paleobotany (3).

See Geology 332. Prerequisites: Biology 202, 241, or Geology 112; or permission of the instructor.

334. Microbiology and Immunology (4).

An elementary treatment of microorganisms, primarily bacteria. Special emphasis is given to study techniques and the roles of these organisms in ecology, health and disease. Prerequisites: Chemistry 113; Organic Chemistry recommended.

342. Genetics (4).

A study of heredity. Prerequisites: Chemistry 113, Mathematics 160 or Biology 275, and eight hours in Biology; or permission of the instructor.

398, 399. Independent Study (1, 1).

The investigation of a biological research problem under the supervision of an instructor. Intended for secondary education majors and science majors having minimal biology course work and background. Emphasis will be given to the scientific method and experimental methodology in its various forms. Prerequisite: Biology 111 and permission of the instructor.

430. Cell Physiology (4).

An introduction to the chemistry, physics, and functional organization of cells. Prerequisites: Physics 222 and Chemistry 207 or 227-228.

437. Animal Physiology (4).

An analysis of physiological mechanisms in animals, with emphasis on the organ level of organization. Prerequisites: Biology 203, Chemistry 111-113, and Physics 222 or 252. Biology 320 suggested.

447-448. Biology Thesis (2, 2).

The investigation of a problem for two semesters of the senior year, the results of which are reported in thesis form. Credit for 447 is deferred until completion of 448.

460. Special Topics (2, 3).

Investigation of an important aspect of modern biology under the supervision of a staff member. Students may register for this course only by prior arrangement with the instructor.

BUSINESS

PROFESSOR: DR. BRODIN

VISITING PROFESSORS: MR. MILLER, DR. SCHILPP, DR. STRANGE

**ASSOCIATE PROFESSORS: MRS. BEASLEY, MR. FOLWELL, MRS. MULKEY,
MRS. SIKES, COL. VERMILLION, DR. WU**

ASSISTANT PROFESSORS: MRS. LOCKERMAN

**INSTRUCTORS: MR. CHASE, MR. COOKE, MR. FAIRRISS, MR. ROSS, DR.
SHABICA, MRS. SORVARI, MR. WOODALL**

Four-Year Curricula Leading To Bachelor Degrees

Requirements for a major in Accounting (BBA): Accounting 213, 214, 323, 324, 333, 334, 335, 336, 443, 444, Business Administration, 200, 221, 222, 313, 314, either 331 or 332, Data Processing 225, Economics 223, 224, 357, 453, 447.

Requirements for a major in Business Administration (BBA): Accounting 213, 214, any 300 level accounting course, Business Administration 200, 221, 222, 313, 314, 331, 332, 336, Data Processing 225, Economics 223, 224, 447, 453, and six semester hours of economics electives. Electives must be selected from junior and senior-level courses.

Requirements for a major in Data Processing (BBA): Accounting 213, 214, any 300 level accounting course, Business Administration 200, 221, 222, 313, 314, 331, 336, Data Processing 225, 226, 241, 342, 343, 244, 351, 452, 461, 462, Economics 223, 224, 453.

Requirements for a major in Economics (BS), (BA): Accounting 213, Business Administration 200, Economics 223, 224, 333, 334, 453, 459 and 12 semester hours of economics electives. Electives must be selected from junior and senior-level courses. In addition to the above, the student must complete Math 222.

Requirements for a major in Trust Management (BBA): Accounting 213, 214, 333, 334, Business Administration 200, 221, 222, 314, 336, 433, 435, Data Processing 225, Economics 223, 224, 453, Trust Management 330, 430, 431, 515, 530, 531, 532, 533, 535, 536.

Requirements for a major in Business Education (Basic) (BS): Accounting 213, 214, any 300 level accounting course, Business Administration 200, 221, 222, 313, 331, 332, 336, Data Processing 225, Economics 223, 224, 453, Education 221, 341, 431, 441, 452, 453, 454, 458, Secretarial Science 331 and two courses in typing.

Requirements for a major in Business Education (Comprehensive) (BS): Accounting 213, 214, Business Administration 200, 221, 222, 313, 332, 336, Data Processing 225, Economics 223, 224, Education 221, 341, 431, 441, 452, 453, 454, 458, Secretarial Science 115, 116, 120, 225, 331, 332 and two courses in typing.

Requirements for a major in Office Administration—Legal (BBA): Accounting 213, 214, 333, Business Administration 221, 222, 331, 336, Business Elective 3 hours, Data Processing 225, Economics 223, 224, Secretarial Science 221, 222, 223, 224, 227, 228, 320, 321, 327, 328.

Two-Year Vocational Curricula Leading to Associate Degrees

Requirements for a major in Secretarial Science (AA): English 110, 111, 112, 221, or 223, Health 111, PE 2 hours, Math (either 111, 140, or 160), Psychology 222, Religion 101 and one religion elective, Accounting 213, Business Administration 221, 336, Secretarial Science 111, 112, 115, 116, 120, 221, or 222, 225, 229, 331, 332.

Requirements for a major in Legal Secretarial Science (AA): English 110, 111, 112, Health 111, PE 1 hour, Psychology 222, Religion 101, Government 229, Accounting 213, Business Administration 221, 222; 331, 336, Secretarial Science 115, 117, 118, 221, 223, 224, 227, 228.

Requirements for a major in General Business (AA); English 110, 111, 112, 221, or 223, Health 111, PE 2 hours, Math (either 140, or 160), Psychology 222, Government 229, Religion 101 and one religion elective, Accounting 213, 214, Business Administration 200, 221, 222, 313, 336, Economics 223, 224, Secretarial Science 111, 331.

Requirements for a major in Data Processing leading to an Associate in Arts degree (AA): English 110, 111, 112, Math 140, 160, History 111, 112, Art or Music 131, Natural Science, Religion 101, Health 111, PE 111, 112, Accounting 213, 214, Business Administration 331, 336, Data Processing 225, 226, 241, 244, 351, Economics 223, 224.

ACCOUNTING

213-214. Accounting Principles (4,3).

A study of accounting terms, procedures, and practices of sole proprietorships, partnerships, and corporations. A study is made of special columnar journals, worksheets, financial statements, negotiable instruments and departmental costs.

323-324. Intermediate Accounting (3,3).

A study of the principle accounting statements. A review of the fundamental processes in recording, classifying and summarizing business transactions. A detailed study of the measurement of the business position and of periodic progress. A study of special analytical procedures, including the development of special reports, ratios, and measurements in statement analysis. Prerequisite: Accounting 214.

325. Managerial Accounting (3).

A study of the uses of accounting information for decision making inside and outside the business firm. The study is related to the nature and objectives of business decisions—what information is necessary to make them, and what data is relevant and what the uses and limitations of this data are. Prerequisite: Accounting 214.

333-334. Taxation (3,3).

A study of the basic principles and major problems of the federal income tax laws and their application to tax situations for individuals and corporations. Some attention will be devoted to state tax laws and to tax procedure including fiduciary tax returns.

335-336. Cost Accounting (3,3).

The principles and procedures followed in the assembly and recording of materials, labor, and manufacturing expenses to ascertain production costs, process costs, costing for joint products, job costing, budgeting, standard costs, direct costs, and pricing joint products are studied. Prerequisite: Accounting 214.

443. Auditing (3).

A course in auditing theory and practice. Auditing objectives, standards, ethics, terminology, procedures, and reports are studied. The place and responsibility of both the Internal auditor and the public auditor are studied. Prerequisite: Accounting 323, 324.

444. Advanced Accounting (3).

A comprehensive study of special problems relating to partnerships and corporations, dealing with liquidations, installment sales, consignments, agency and branch accounting, consolidations and mergers, together with receiverships, trusts, and estates. Prerequisite: Accounting 323, 324.

BUSINESS ADMINISTRATION**200. The Philosophy of Business (3).**

Nature and function of business; origins and basic morality of private ownership; development of free markets and capitalism, government protection, regulation, and control of business; problems of poverty and famine, inequality, conservation of resources, pollution, monopoly, trade unionism, automation, and managed currencies. Course includes discussion of business policy for corporate executives.

221-222. Business Law (3,3).

The student is introduced to constitutional, criminal and tort law as it applies to ordinary business transactions, with emphasis on contracts and negotiable instruments. Included are: the divisions of property, agency, partnerships, corporations, sales, and commercial paper. Emphasis is placed on the Uniform Commercial Code throughout the course.

313. Principles of Marketing (3).

A study of basic marketing principles with emphasis on customer behavior, marketing policies, programs, information, management, organizations, institution, research, accounting concepts, and related economic theories. Case studies of various marketing activities are also included. Prerequisite: Economics 224.

314. Corporation Finance (3).

A study of the principles, methods, and problems relating to managing the currency and long-term financial needs of corporations. The topics studied include procedures for organizing a company; classes of securities; sources of funds; dividend policies; expansion and combination; insolvency and reorganization; government regulation; and organization and methods of the money and capital markets. Prerequisite: Accounting 214.

331. Principles of Management (3).

A study of the basic fundamentals underlying efficient and effective application in planning and control of human and economic resources under the free enterprise system. Prerequisite: Economics 224.

332. Personnel Management (3).

A study of policies, procedures, and techniques involved in the management of men so as to gain maximum rewards for the employee and the employer. Particular emphasis is placed upon managerial development and leadership. Prerequisite: Principles of Management 331.

336. Business Communications (3).

A study of theory and practice in communications for business purposes. Focus is primarily in three areas: The theory, process and problems of communication; Development of effective internal communications and practice; Development of effective external communications and practice.

400. Human Behavioral Laboratory (3).

A course designed to consider human relations and the positive cooperative efforts of people working together in a mature manner from the behavioral science viewpoint. Principle stress is placed on the importance of developing and maintaining a positive mental attitude in our total life environment. A major goal will be to further understanding of human dynamics and the process of interaction. Prerequisite: Principles of Management 331. Not offered every semester.

433. Principles of Insurance (3).

A study of risk and insurance applied to handling of perils and hazards; covers fields of fire, property, casualty, auto, fidelity, life, social insurance. Prerequisites: Junior standing, completion of Business Law 222; or approval of instructor.

435. Principles of Real Estate (3).

Fundamental principles and problems in purchasing, owning, leasing, developing, and operating real estate; interests in realty, liens, contracts, deeds, titles and recording as related to individuals and business organizations and a study of the real estate market. Prerequisites: Business Law 222, Economics 224.

441. Retail Management (3).

A study of retailing institutions from the point of view of principles and methods as applied to location layout, organization, operation, merchandising, sales promotion, and control. Another objective of this course is to give the student insight into how management makes retail decisions.

442. Advertising (3).

The purpose of this course is to provide students with a basic knowledge of advertising principles and practices in the general field of business. This includes a study of the organization and functions of advertising agencies, the selection of media, evaluation methods, advertising research, and the social and economic effects and relationships in the modern American business world. Prerequisites: Economics 223-224 and Marketing 313.

500. The Philosophy of Voluntary Association (3).

The nature of man; individual differences and social adaptation; advantages and costs of cooperation; meaning of freedom and responsibility; the morality, economics and politics of voluntary associations.

536. Seminar In Management (3).

A study of the latest research materials in the behavioral science field. Field studies of modern management methods with emphasis on the value of the human element. Seminar and field study methods are employed. Prerequisites: Senior standing in Business Administration and permission of the instructor.

550. The Practice of Management (3).

A course designed to focus on an overall organization and to gain an understanding of the tasks, requirements, responsibilities and practices of the manager. Subject matter discussed covers areas of concern with which all managers can expect to deal and in which all managers have to be literate regardless of functional background, or purpose and size of their organization. Prerequisite: Senior standing in Business Administration and permission of the instructor.

DATA PROCESSING

225. Introduction to Automated Data Processing (3).

A general introduction to the historical development of data processing, its role in present-day life, its future potential, concepts and basic features of automated data processing systems—hardware and software, and the types of people required by these systems—professional and technical. In this course the student will learn to program a computer using FORTRAN, prepare data for entry into the computer, and operate a computer.

226. Fortran Programming I (3).

An approach to computer programming from a “logic” point of view using problem analysis, determination of steps to produce the desired results, translation of those steps into a programming language and running and debugging the program using a test set of data.

241. Cobol Programming I (3).

The programming of introductory level business applications such as payroll, accounts payable, accounts receivable, inventory control.

224. RPG Programming (3).

Introduction to the RPG Programming language using a problem-oriented approach. Programming concepts and techniques are taught by means of a series of programs illustrating typical business applications.

342. Cobol Programming II (3).

The programming of intermediate level business applications such as accounting reports, cost reports, department reports, sales analysis.

343. Cobol Programming III (3).

The programming of advanced level business applications such as budget control, profit and loss statements, management information reports.

351. System Analysis (3).

The analysis and design of business systems. The student will learn the concepts involved in the top-down design of a system including all aspects of the investigation, design, implementation and evaluation of a computer system.

452. Data Processing Management (3).

The manager's role in data processing, his relationships and responsibility to those outside the data processing activity and to those inside that activity. The importance of his role in the development of business systems is stressed as well as the latest concepts being utilized.

461. Data Processing Case Study (3).

A series of cases involving a wide variety of data processing management problems permitting student firsthand involvement in class problem discussion in arriving at possible solutions and examination of their relative merits.

462. Data Processing Design Project (3).

The student is given a real assignment to analyze, design and implement a new system or a modification to an existing system required on-campus or at a local business.

470. Independent Study (3).

Offered with permission of department chairman.

ECONOMICS

223. Economics (3).

A study of the national economy with emphasis on economic institutions; determination of national income; economic fluctuations, functions of money and banking; the economic role of government; labor problems; international trade, and economic growth.

224. Economics (3).

A study of the individual business firm, with emphasis on an analysis of demand, supply, and costs; production and pricing under the different

market conditions; allocation of economic resources and determination of the shares of the national income paid to the different factors of production.

333. Intermediate Economic Theory (3).

Analysis of the determination of prices and of market behavior including demand, costs and production, pricing under competitive conditions, and pricing under monopoly and other imperfectly competitive conditions, Prerequisites: Economics 223-224.

334. Money, Income and Employment (3).

A study of the method and concepts of national income analysis with particular reference to the role of monetary and fiscal policy in maintaining full employment without inflation. Prerequisites: Economics 223-224.

357. Public Finance (3).

A study of the revenues and expenditure of federal, state, and local government, with an analysis of the kinds of taxes and expenditures and of government policy and its impact on full employment, economic growth, and national income. Prerequisite: Economics 223.

447. Public Control of Business (3).

Legislative, judicial and administrative efforts to preserve competition; economic theory vs. political actions; government created monopolies. Prerequisites: Economics 223-224.

448. Quantitative Methods (3).

A study of the use of statistics in evaluating empirical evidence. Topics include: the requirements for a statistical method to be valid, linear programming and a survey of operations research techniques. Prerequisites: Math 140-160.

453. Money and Banking (3).

The function and development of money, credit, and banking, with emphasis on the Federal Reserve System and its policies for maintaining economic stability. Prerequisites: Economics 223-224.

454. Labor Economics (3).

Development of trade unions as an institution, their aims and methods. Primary issues in collective bargaining. Economics implications of labor policy. Labor relations and the community.

455. Comparative Economic Systems (3).

Comparative analyses of the economic theories, institutions and operation of communist, socialist, fascist, and capitalist systems. Prerequisites: Economics 223-224.

456. History of Economic Doctrine (3).

A survey of the development of economic thought from ancient times until the present, the relation of economic doctrines to the problems of the period and to the other sciences. Prerequisites: Economics 223-224.

458. International Economics (3).

A study of the fundamental principles underlying economic relations between countries and between world regions. The subjects included are the theory of comparative advantage, commercial policies, capital movements, the international monetary mechanism, and balance-of-payments problems. Prerequisites: Economics 223-224.

459. Senior Seminar In Economics (3).

Selected topics with small classes. Prerequisites: Economics 223-224.

460. Independent Study (3).

Offered with permission of department chairman.

510. Economic Forecasting (3).

A review of business cycle theory and forecasting methods open to firms and government agencies concerning entrepreneurial, production and financial decisions on both macro and micro bases. Emphasis in on economic indicator statistical series. The aim is to forecast changes in business activity, price levels, interest rates, stock market, employment, population and Gross National Product for the United States and selected countries. Prerequisite: Senior standing.

TRUST

330. Wills, Estates and Trusts (3).

A course designed to introduce students to the subject of property and interests therein; the distribution of property by intestacy or by will. Trusts as a dispositive device. The planning and administration of property in estates and trusts.

430. Fiduciary Law (3).

A study of the origin and nature of trusts, methods of creating a trust, necessity of trust property, capacity to be a trustee, definiteness of beneficiaries and the transfer of their interests. Prerequisite: Wills, Estates and Trusts 330.

431. Introductory Investments (3).

A study of the field of investments; the securities markets; classes and characteristics of each; mathematics of investment; criteria of selection and investment strategies; semester case problem on portfolio organization and management. Prerequisites: Accounting 214, Corporate Finance 314.

515. Operational Functions of a Trust Department (3).

A study of organization staffing, policies, control procedures and administration of a trust department. Provides the student with a foundation for understanding the role of effective management in achieving adequate profitability in a trust department. Emphasis is placed on the application of Regulation 9 of the Comptroller of the Currency and techniques for the development of

new trust business, including prospecting techniques, sales talks, establishment of new business goals and maintenance of records. Prerequisites: Wills, Estates and Trusts 330, Fiduciary Law 430.

530. Fiduciary Law (3).

A study of the administration of trusts; the duties and powers of the trustee; the liabilities of the trustee and remedies of the beneficiary or third persons; the investment of trust funds; allocation and apportionment of receipts and expenses between principal and income; and the termination or modification of a trust. Prerequisite: Fiduciary Law 430.

531. Advanced Investment (3).

A study of the theories, methods and techniques of security analysis of equity and debt obligations; portfolio management; corporate fiduciary policies and practices; application of computer techniques to analysis and selection; emphasis placed on case problems. Prerequisite: Introductory Investments 431.

532. Estate Planning Seminar (3). (New Business Development)

A study of the principles of intestate law, taxes and techniques of planning the disposition of property by will and trust. Fields covered include wills, inter vivos trusts, insurance trusts, pension and profit-sharing trusts, business buy-sell agreements. Semester case problem requires analysis and development of personal plan and will. Several cases are assigned for analysis and development or a plan and presented to live participants. Considerable emphasis is placed on new business development; Postmortem planning. Prerequisites: Fiduciary Law 530, Taxation 533.

533. Taxation (3).

A study of the basic principles and major problems of federal estate and gift tax laws in the light of the Tax Reform Acts. Some attention will be given the problems of local inheritance tax laws with particular attention to recent changes. Prerequisites: Taxation 333.

535. Estate Administration and Accounting (4).

A senior seminar course for trust majors based on a case problem. The case covers the entire period of administration of an estate and focuses upon the major fiduciary functions of administrative law and court proceedings. Required is the preparation of income tax and gift and estate tax returns, investment review, accounting procedures which requires the student to inventory assets, set up and operate a set of accounting ledgers and records for the discharge of fiduciary responsibility including post mortem planning; prepare all necessary court accountings, make final distribution per terms of the Last Will and Testament. One hour lab session follows each class period.

536. Qualified Retirement Plans (3).

A course designed to familiarize the student with the concept of IRS approved retirement plans, terms used in retirement planning and the basic concepts used in designing the two basic retirement plans—Defined Benefit Pension Plans and Deferred Profit Sharing Plans. The course will attempt to answer basic questions and provide a general working knowledge of the field. Over

the semester course, students will develop a Corporate Retirement Plan. Administration, Investment Portfolio functions, reports and allocation of assets will be emphasized. Prerequisites: Taxation 333 and 533, Introductory Investments 431.

SECRETARIAL SCIENCE

111. Beginning Typewriting (2).

A thorough study of the keyboard, technique of the touch system, instructions on the care of the machine, special drills, personal and business letters, themes, composing. Minimum speed requirements: Secretarial students, 40 words a minute; Accounting students, 35 words a minute.

112. Elementary Typewriting (2).

Measurement of basic and production skills, with emphasis on letters, manuscript typing, special communications, tabulated reports. Minimum speed requirements: Secretarial students, 50 words a minute; Accounting students, 45 words a minute.

115. Beginning Shorthand (3).

The principles of Diamond Jubilee Shorthand are taught. Sufficient writing practice is given to develop a writing speed of 60 words a minute.

116. Elementary Shorthand (3).

Dictation and transcription are stressed. Emphasis is placed on word-division, spelling, punctuation, correct grammar. Sufficient writing practice is given to develop a writing speed of 80 words a minute.

120. Elementary Transcription (2).

The fusion of the skills of English, shorthand, and typing are stressed to the end that efficiency in producing mailable transcripts is attained. Transcription of a minimum of fifty mailable letters and five articles at a reasonable speed is required.

221. Advanced Typewriting (2).

Speed and accuracy are stressed. Special emphasis is placed on problems of office-like situations. Minimum speed requirements: Secretarial students, 60 words a minute; Accounting students, 50 words a minute.

222. Advanced Typewriting (2).

Production typewriting is stressed with the use of a practice set. Minimum speed requirements: Secretarial students, 65 words a minute; Accounting students, 55 words a minute.

223. Legal Typewriting and Transcription I (3).

Intensive practice in transcribing and typing a variety of legal documents incorporating legal terminology, special forms. Prerequisite: S.S. 221.

224. Legal Typewriting and Transcription II (3).

A continuation of Legal Typewriting and Transcription I with assignments of increasing difficulty. Prerequisite: S.S. 223.

225-226. Advanced Shorthand (3,3).

An intensive review of Diamond Jubilee Series Shorthand is given. Practice is provided in the construction of new outlines by evolution drills. A minimum dictaphone speed of one hundred words a minute is required.

227. Introduction to Law and the Legal System I (3).

The role of law in society; a description of the judicial system, its powers and limitations; civil and criminal procedure.

228. Introduction to Law and the Legal System II (3).

A continuation of Introduction to Law and the Legal System II. Legislation and statutory law; administrative agency law; contracts; torts; criminal law.

229-230. Advanced Transcription (2,2).

A continuation of Transcription 120 is pursued. Basic techniques of transcription are refined and improved. Transcription of a minimum of fifty mailable letters and five articles at commercially accepted standards is required a semester.

320. Legal Research (3).

Designed to teach students how to locate and identify sources of law. Students will be introduced to primary and secondary legal materials and to finding tools of legal bibliography through practice exercises.

321. Law Office Management (3).

Types of organization of law offices; responsibilities of various members of organization; special managerial requirements; ethics and confidentiality; time-keeping and client records; control of records; monitoring litigation and other deadlines; effective use of resources.

327. Legal Clinic I (5).

Simulated experiences in legal secretarial work. Students will be assigned to third-year law students to assist in preparation of documents required in litigation. Additional assignments involve wills, real estate, corporations, and general office duties. Prerequisites: S.S. 223 and 224.

328. Legal Clinic II (5).

Continuation of Legal Clinic I. Additional experiences in civil and criminal court proceedings including preparation of brief. Attendance at trial in Law School Moot Court. Simulated office situations will provide practice in tasks encountered in law offices. Prerequisite: S.S. 327.

331. Office Machines (2).

Speed and accuracy are stressed in the operation of the machines: rotary calculator, ten-key adding machine, and key-driven calculator.

332. Office Management (3).

This course is designed to provide an opportunity for an individual to understand himself and his relationships with others. Special emphasis is placed on small group work in problem-solving situations.

333. Office Practice (1).

A study in filing, key punch, dictaphone transcription, duplicating, and other office procedures. Prerequisite: S.S. 112.

CHEMISTRY

PROFESSOR: DR. JUNG

ASSOCIATE PROFESSORS: DR. PETERSON, DR. HORNER

INSTRUCTOR: MRS. ANDERSON

Requirements for a major in Chemistry: A candidate for the Bachelor's degree with a major in Chemistry must satisfactorily complete Chemistry 111, 113, 215, 227, 228, 334, and courses numbered above 228 to total a minimum of thirty-five semester hours. Calculus and one year of Physics are required of all Chemistry majors. Candidates who are considering graduate studies should complete the third course in Calculus and acquire a reading knowledge of German and/or French.

Requirements for a Teacher's Certificate: Those who seek certification in an area of science to teach in secondary schools should major in Science Education. The student who chooses Chemistry as his area of concentration should satisfactorily complete twenty-four semester hours in this area, and six semester hours in each of the following: Physics Earth Sciences, Biology, and Mathematics. To meet the requirements in the area of Chemistry, the following courses are recommended. Chemistry 111, 112, 113, 207, 215, and one additional elective course in Chemistry. (See Department of Education for professional education courses required of prospective teachers.)

111. General Chemistry (4).

A broad overview of the various divisions of Chemistry. The preparation, properties, and uses of the principal elements and their compounds are covered, with attention to the fundamental principles and theories of inorganic chemistry.

112. Consumer Chemistry (4).

A better understanding of some of the chemistry involved in subjects that should be of continual concern to consumers of such things as energy, food, drugs, air, water, and other products of a technological world. This is a terminal course for those who wish to complete but one year of chemistry. Prerequisite: Chemistry 111. (Spring).

113. Qualitative Analysis (4).

The fundamental principles, problems, and methods of separation of the common cations. Prerequisite: Chemistry 111.

207. Elementary Organic Chemistry (4).

An introductory course designed for nurses, medical technology students, and others who desire a semester of organic chemistry. Prerequisite: One year of college chemistry.

215. Quantitative Analysis (4).

A course in principles and methods of volumetric and gravimetric analysis. Instrumental as well as classical methods are included. Prerequisite: Chemistry 113. (Fall).

227, 228. Organic Chemistry (4,4).

A mechanistic approach to the chemistry of aliphatic and aromatic organic compounds. Topics include spectroscopy, stereochemistry, carbohydrates, and proteins. Prerequisite: Chemistry 113. (Fall, Spring).

327, 328. Separation and Analysis in Organic Chemistry (4,4).

Presents both in theory and in practice, the procedures, techniques, and instruments most often used by modern chemists in the separation, purification, and identification of organic compounds. Prerequisite: One year of organic chemistry. (Fall, Spring).

331. Inorganic Chemistry (4).

A course dealing with descriptive and theoretical inorganic chemistry. Laboratory preparations are included. Prerequisite: Chemistry 215. (Spring).

334, 435. Physical Chemistry (4,4).

The elements of chemical thermodynamics, kinetics, and structure. Specific topics include studies of the states of matter, thermochemistry, entropy, and free energy. The second semester will include electrochemical phenomena, the phase rule, homogeneous reactions, and introductions to chemical bonding and statistical mechanics. Prerequisites: Chemistry 215 and Math 222. (Spring, Fall).

429. Organic Preparations (2).

A laboratory course employing special techniques in the preparation of organic compounds. Prerequisite: One year of organic chemistry.

431. Inorganic Preparations (2).

A laboratory course employing special techniques in the preparation of inorganic compounds. Prerequisite: Chemistry 331.

445, 456. Chemical Research (2-4).

An upper division student in good standing is urged to pursue an experimental research project with the guidance of any member of the chemistry faculty chosen by the student. It is recommended that such projects be initiated in the fall semester.

451, 452. Literature Seminar (1,1).

Senior Chemistry majors are required to participate for two semesters; others are encouraged to attend.

EDUCATION AND PSYCHOLOGY

PROFESSORS: DR. STRUM, DR. FREEMAN, DR. TURNER

ASSOCIATE PROFESSORS: DR. CALVERT, MRS. GRAY, DR. NOBLE, DR. EDGERTON, DR. BUNTING

ASSISTANT PROFESSORS: MR. TAYLOR, DR. DAVENPORT, MR. NICHOLSON, MR. GARREN

INSTRUCTOR: MR. MATTHEWS

OBJECTIVES

The purposes of the Department of Education and Psychology are as follows:

1. To coordinate the educational preparation of the prospective teacher and to provide the necessary professional courses and experiences. Teacher education has been and continues to be one of the important functions of the university since it became a senior college.
2. To provide a major in Elementary Education.
3. To provide a major in Psychology.
4. To contribute to the overall general education objectives of the university through courses in Education and Psychology.

ADMISSION POLICY FOR TEACHER EDUCATION

All students desiring a program leading to teacher certification **MUST** be approved for (1) admission to the Teacher Education program and (2) admission to student teaching.

Application for admission to the teacher education program should be submitted the second semester of the student's sophomore year and prior to November 1 or March 1. The criteria for admission to the program include the following requirements:

1. A minimum grade point average of 2.00 in the major field, in overall scholastic work, and a C or better in all professional education courses.
2. Approval of the major department and of the Department of Education.
3. No conditions or probations, academic or otherwise.

Application for admission to student teaching should be submitted by the second semester of the Junior year and prior to November 1 or March 1.

The criteria for admission to Student Teaching include the following:

1. A minimum g.p.a. of 2.25 in overall scholastic work; a minimum of 2.00 in the major field, and a "C" or better in all professional education courses. *These averages must be met by the beginning of the semester the student plans student teaching.*
2. Approval of Major Department and Department of Education.
3. No probations, academic or otherwise.

4. Approval of Teacher Education Committee.

To qualify for a North Carolina Class A teaching certificate, a Bachelor of Arts or Bachelor of Science degree must be obtained. In addition, all course requirements must be met along with satisfactory scores on the National Teachers Examination.

PROFESSIONAL COURSE REQUIREMENTS

Early Childhood Education (K-3).

The following professional courses should be taken in the sophomore and junior years, or prior to the student teaching semester:

- Education 221—Introduction to Education
- Psychology 222—General Psychology
- Education 351—Early Childhood Education
- Education 433—Language Arts for Early Childhood Education
- Education 440—The Teaching of Reading in the Elementary School

The following professional courses should be taken during the first half of the student teaching semester:

- Education 431—Educational Psychology
- Education 435—Teaching Mathematics in K-3
- Education 448—Social Studies for Early Childhood
- Education 450—The Science Curriculum, Methods and Materials for Early Childhood Education
- Education 454—Audio-Visuals
- Education 457—(6 semester hours)
Student Teaching (Elementary) is taken during the last half of the semester.

Intermediate Education (4-9).

The following professional courses should be taken in the sophomore and junior years, or prior to the student teaching semester:

- Education 221—Introduction to Education
- Psychology 222—General Psychology
- Education 341—Human Growth and Development
- Education 352—Intermediate Education
- Education 434—Language Arts for Intermediate Levels
- Education 440—The Teaching of Reading in the Elementary Schools

The following courses should be taken the first half of the student teaching semester:

- Education 431—Educational Psychology
- Education 436—Teaching Intermediate Mathematics
- Education 449—Social Studies for the Intermediate Level
- Education 451—The Science
Curriculum: Materials and Methods for the Intermediate Level.

Education 454—Audio-Visuals

Education 457—(Student Teaching Elementary) (6 semester hours) Taken the last half of the semester.

Secondary Education

The following courses should be taken during the sophomore and junior years:

Education 221—Introduction to Education

Psychology 222—General Psychology

Education 341—Human Growth and Development

Education 441—The Teaching of Reading in the Secondary School

The following courses should be taken the first half of the student teaching semester:

Education 431—Educational Psychology

Education 452—The Secondary School

Education 453—General Methods in Teaching Secondary School (and Methods in the Content Area)

Education 454—Audio-Visuals

Education 458—(Student Teaching Secondary) (6 semester hours) Taken the last half of the semester.

All candidates for a major in psychology must be officially admitted to the psychology program. The standards for admission to the program include:

1. Completion of the general college curriculum requirements.
2. Grades—a minimum grade point average of 2.0 in all work attempted.
3. Approval of the psychology faculty and the Chairman of the Department.

Requirements for a major in Psychology: 30 semester hours including Psychology 222, 260, 330, 364, 366, 368, 461, 463, 480. Electives may be chosen from additional Psychology offerings. Not more than 9 hours may be received through practicum courses. Psychology 222 is a prerequisite to all other psychology courses.

Psychology majors should take Biology 111 and 112. Students considering graduate study for work in clinical and counseling psychology should take additional work in biology and sociology. Anyone planning work in the experimental field should elect courses in mathematics, statistics, and chemistry. Those considering the personnel and industrial field in psychology should elect Business Administration 331 (Management) and Economics 454 (Labor Economics). The foreign language recommended for graduation is either French or German. Psychology majors may qualify for either a Bachelor of Arts or a Bachelor of Science degree.

EDUCATION

221. Introduction to the Study of Education (3).

Development of our modern educational system, with emphasis on historical background and development; aims of education in a democracy; duties of the teacher; purpose and development of the curriculum; facilities; support; and control of schools. Designed to be a foundation for further study in education and a general college elective. Required for all prospective teachers.

341. Human Growth and Development (3).

Early postnatal life; physical growth and development; development of motor abilities, the language and thought of the child and adolescent; children's play and interest; adolescent interest; emotional factors in development during childhood and adolescence, parent-child relationships in childhood and adolescence; social education, mental hygiene, and psychosexual development of childhood and adolescence. Required for all prospective teachers. Prerequisite: Psychology 222.

351. Early Childhood Education (3).

The development, philosophy, and aims and purposes of the K-3 school with particular attention paid to the curriculum, the organizational patterns and working relationships for use in developing learning environments for young children ages five through eight or nine. Prerequisite: Education 221.

352. Intermediate Education (3).

The development, philosophy, and aims and purposes of the elementary and junior high school with particular attention paid to the curriculum, organizational patterns and working relationships for use in developing learning environments for pre- and early-adolescent pupils—ages nine through fourteen or fifteen. Prerequisite: Education 221.

353. Introduction to Special Education (3).

The development, philosophy and aims of Special Education with particular attention paid to the curriculum, organizational patterns and working relationships for use in developing learning environments for exceptional children and youth. Prerequisites: Education 221 and Psychology 222.

431. Educational Psychology (3).

A study of the application of psychological principles to the educational processes. Included are: teaching models; the implementation of the learning process; the transfer of learning; the utilization of instructional technology; performance assessment; and the evaluation of research in educational psychology. Required of all education majors. Prerequisite: Psychology 222.

433. Language Arts for Early Childhood Education (3).

Traditional and innovative approaches to the teaching of the language arts appropriate for young children. Emphasis is placed on large and small group instruction, individualized learning through centers for reading, listening, oral communication, writing, word recognition skills, and the development and effective use of learning materials—teacher made and commercial. (Required for Early Childhood Certification.)

434. Language Arts for Intermediate Levels (3).

Traditional and innovative approaches to the teaching of the language arts appropriate for pre- and early-adolescent pupils. Emphasis is placed on oral and written communication and reading, appraisal of current programs, methods, and materials. Course includes becoming familiar with innovative trends in the development of individualization in creative writing, penmanship, spelling, transformational grammar, literature, and library skills. (Required for Intermediate Certification.)

435. Mathematics for Early Childhood Education (2).

Prerequisite: Math 201 and 202 or equivalent. Presents modern techniques of teaching mathematics to young children. Special emphasis is given to the use of three dimensional materials in developing mathematical concepts such as classifying, ordering, the language of sets, one-to-one correspondence, and cardinal and ordinal use of numbers. Laboratory work provides deeper understanding of mathematical concepts and experiences with methods and materials appropriate for classroom and laboratory work. (Required for Early Childhood Certification.)

436. Mathematics for Intermediate Education (2).

Prerequisite: Math 201 or 202 or equivalent. Presents modern techniques and methods of teaching mathematics to pre- and early adolescent pupils. Special emphasis is placed on the developmental nature of the mathematics program, on the "Why" (concept) rather than the "How" (process), on independent thinking, and on developing in pre- and early-adolescent an understanding of the number system. Laboratory work provides deeper understanding of mathematical concepts and experiences with methods and materials appropriate for classroom and laboratory work. (Required for Intermediate Certification.)

440. The Teaching of Reading In the Elementary Schools (3).

The principles of organizing a reading program and teaching elementary pupils to read. Stresses methods, materials and basic research in reading. Covers diagnosis and corrective techniques to meet individual needs. Includes techniques for teaching reading in the content (subject) areas. Laboratory experience in schools constitutes part of the requirement. (Required for Elementary Certification.)

441. The Teaching of Reading in the Secondary Schools (3).

This survey course in developmental and corrective reading instruction considers issues, objectives, methods and materials for grades 7-12. Specific areas covered are an understanding of the nature of reading initial reading procedure; word perception and reading comprehension skills; diagnosis and corrective techniques; location, evaluation and selection of appropriate reading materials; grouping for reading activities, and a variety of methods and materials. *Includes teaching of reading in the content areas.* Laboratory experiences in schools constitute part of the requirement. Required for Secondary Certification.

448. Social Studies for Early Childhood (2).

The development of multidisciplinary basic Social Studies concepts and understanding of individual and group relationships appropriate for young

children. Emphasis is placed on curriculum development, on techniques for developing classroom environment experiences that encourage social growth, techniques that develop cultural awareness, and techniques that develop independence and a value system. (Required for Early Childhood Certification.)

449. Social Studies for the Intermediate Level (2).

An integrated multidisciplinary study of the interaction of people in diverse cultural and geophysical environments for pre- and early adolescent pupils. Emphasis is placed on the structure and process of the Social Studies involving all the social science disciplines. Specific attention is given to developing a social studies curriculum, establishing objectives, planning units, developing a general teaching model, evaluating behavioral changes, and selection and utilization of learning materials, specialized equipment, and resources, including human. (Required for Intermediate Certification.)

450. The Science Curriculum, Methods and Materials for Early Childhood (2).

A study of curricular trends, the structure of science education, and techniques of instruction. Emphasis is placed on process skills, group instruction, individualized learning through interest centers, development of field resources—natural and human, evaluation and integration of science concepts and skills into the total learning environment for young children. (Required for Early Childhood Certification.)

451. The Science Curriculum, Methods and Materials for the Intermediate Level (2).

A study of curricular trends, the structure of science education, and techniques of instruction. Emphasis is placed on process skills, class instruction, individualized learning through interest centers, development of field resources—both natural and human, evaluation and integration of science concepts and skills in the life patterns and career choices of the pre- and early adolescent pupil. Opportunity is provided for the intermediate teacher candidate to develop science as an area of concentration. (Required for Intermediate Certification.)

452. The Secondary School (3).

The continuation of Education 221 with particular emphasis on the history and philosophy of the secondary school; the relation of elementary to secondary education; the aims, purposes and practices of the secondary curriculum; the place of guidance and counseling in secondary education, and an evaluation of the comprehensive high school. (Required for Secondary School Certification.)

453. General Methods In Teaching Secondary School (1½).

Study of the general methods, techniques, practices and the selection and organization of instructional materials, and teaching methods appropriate to the several high school subjects. Open only to seniors and scheduled in the student teaching semester. Taught in conjunction with the course in materials and methods of each subject area concentration. Both the general methods and subject area methods are required for certification.

454. Audio-Visual (1).

Audio-visual materials and techniques. Principles underlying the selection, production and use of materials for instructional purposes in the field of teaching, and social services. Laboratory experiences in the operation of equipment and preparation and evaluation of instructional and learning aids. (Taken in block.)

457. Student Teaching (6). (Elementary).

Student teaching is conducted on a full-time basis during the second half of either the first or second semester of the senior year. The student teacher observes, aids, and ultimately assumes charge of regularly scheduled classes in a school. Each student teacher will participate in planning and evaluative sessions with the education faculty and others concerned. Members of the education faculty, subject matter specialists, and cooperating teachers will work together in the assignment and supervision of the student teacher. Prerequisite: a grade of "C" or better in all professional education courses, and admission to the student teaching phase of the teacher education program.

458. Student Teaching (6). (Secondary).

Student teaching is conducted on a full-time basis during the second half of either the first or second semester of the senior year. The student teacher observes, aids, and ultimately assumes charge of regularly scheduled classes in a school. Each student teacher will participate in planning and evaluative sessions with the education faculty and others concerned. Members of the education faculty, subject matter specialists, and cooperating teachers will work together in the assignment and supervision of the student teacher. Prerequisite: a grade of "C" or better in all professional education courses, and admission to the student teaching phase of the teacher education program.

PSYCHOLOGY

Students are encouraged to become involved in as many community activities as possible such as tutoring culturally deprived children and being "Big Brothers or Sisters." There is also a volunteer activity at the Mental Health Center which involves a telephone service for people in distress.

222. General Psychology (3).

A study of the various fields of psychology; the developmental process; motivation; emotion; frustration and adjustment; mental health; attention and perception; problems in group living. Attention is given to application of these topics to problems of study, self-understanding, and adjustment to the demands of society. Required of all prospective teachers.

232. Social Psychology (3).

The study of forms of interaction of personalities which characterize social life. Topics for consideration include the manner in which status and role characteristics affect personality; the behavior of small groups studied experimentally; group pressure on individual judgment; rumor; leadership; crowd behavior, social movements.

260. Developmental Psychology (3).

The effect of the bio-social field on man and the psychological evolution through the life span.

330. Experimental Psychology (4).

An introduction to the basic methods of experimental psychology. Special emphasis is placed on increasing the student's ability to understand and evaluate scientific articles as well as to conduct and report research. Exposure to historically significant problem areas is provided. Laboratory work is an integral part of the course.

364. Psychology of Personality (3).

A study of the normal personality including a review of factors which influence personality and individual differences.

365. Industrial Psychology (3).

This is a study of psychological principles as applied to business and industry, to employer-employee relationships, to producer and consumer behavior.

366. Statistics I (3).

(See Mathematics 160.)

368. Psychology of Learning (3).

A survey of the major concepts and experimental methods of learning.

369. Physiological Psychology (3).

A study of the biological correlates of behavior. The functions and structure of the sensory and motor systems.

372. Perception (3).

A study of vision, audition, chemical senses and psycho-physical methods.

373. Psychology of Exceptional Children (3).

A study of children who are exceptional, either superior or inferior, in emotional, social, physical, or mental abilities.

385. Psychology Club Seminar (1).

Psychology majors who have been active in the psychology club for one semester may receive 1 semester hour credit for club membership. The student will be expected to research an area of interest related to psychology and will formally present his findings at one of the regularly scheduled club meetings.

461. Abnormal Psychology (3).

A survey of the major forms of abnormal behavior of children and adults with an emphasis on understanding the cause, treatment, and prevention of these disorders. Prerequisite: 9 hours of Psychology.

463. Educational and Psychological Testing (3).

The principles of educational and psychological standard tests in the areas of aptitude, achievement, personality, interests, and attitudes. An examination of the various types of tests using test manuals and the tests themselves. The application of these tests to educational and psychological measurement. Laboratory fee, two dollars.

467. Statistics II (3).

A study in statistical inference, correlational techniques, "t" test and analysis of variance will be considered.

471. Clinical Psychology (3).

A survey of the field of clinical psychology covering the major positions in which clinical psychologists are employed and their principal activities. Prerequisites: Psychology 461 and 364.

475. Theories of Personality (3).

A survey of the major personality theories ranging from Freud to Existentialism. Seminar for psychology majors only.

480. History of Psychology (3).

This course is an over-all view of the origins of movements, psychological concepts and fields of study. Prerequisite: 12 hours of psychology.

490. Practicum In Mental Retardation (3).

Practicum at a daycare setting for the developmentally disabled or an institution for the mentally retarded. Students will be given the opportunity to become involved in various programs in the institution. Programs will concern the practical application of behavior modification techniques, intelligence testing, and participation in classroom activities. Supervision will be arranged through the staff of the institution and the faculty at Campbell. The student will participate in a seminar and also write a paper concerning his experiences. Additional credit may be obtained with permission of the students advisor.

492. Practicum—Techniques of Counseling (3).

The student will work approximately a half-day per week in a work setting, e.g., with a mental health counselor, public school counselor, probation officer, or psychologist at the Harnett Youth Center (a correctional institution). The student will also participate in an on-campus seminar involving readings and discussions of various aspects of counseling, role-playing, listening to tapes, etc. Students will perform activities congruent with the professional person with whom they are working, e.g., testing, interpreting tests, obtaining social histories, etc. The student will also write papers concerning some aspect of counseling and his work experiences. He will also develop and write a paper concerning his own philosophy and theory of counseling. Supervision will be arranged through the staff of the work setting and the faculty at Campbell.

497. Practicum—Intensive Work Experience (6).

Selected upperclassmen will have the opportunity to work full time during a summer session in the Harnett County Center and O'Berry Center. The

students will be supervised by the staff of the institution and faculty at Campbell and will be involved in certain activities expected of a staff psychologist at the respective institution.

499. Independent Study (3).

A seminar designed to permit an advanced psychology major to investigate in detail specific problem areas relating to his primary field of interest. Permission must be obtained from the psychology department.

ENGLISH

PROFESSORS: DR. BURKOT, DR. GRAHAM, MR. RILEY, MR. SISTRUNK, MRS. CHRISTIAN

ASSOCIATE PROFESSORS: DR. W. FUNDERBURK, MS. STEWART, MRS. WHITLEY

ASSISTANT PROFESSORS: DR. RICHARDSON, DR. SEGREST, DR. POSTON, MS. HAMLET

INSTRUCTORS: MS. ALVEY, MRS. CLERE, DR. SIMONE, MRS. COLLINS, MR. HUNDLEY, DR. HENDERSON, MR. ENSLEY

Requirements for a major in English: A minimum of 36 hours in English beyond the freshman level with an overall "C" average or better (grades below "C" will not count towards satisfaction of the 36 hours) are required for the major. In addition, the teaching major must have at least a 2.5 grade point average in major courses. Included in the 36 hours must be the following:

A) English Literature (221-222)

B) American Literature (223-224)

C) either:

Modern Grammar (315)

Advanced Grammar (320)

or the History of the English Language (400)

D) one course from each of the subject areas:

I (History of the English Language, Chaucer, Shakespeare)

II (History of English Drama, Milton, Eighteenth Century)

III (History of the English Novel, Romantic Poetry and Prose, Victorian Poetry and Prose)

IV (History of the American Novel, American and British Poetry, Southern American Literature)

The balance of the requirement may be met with the available selection of English courses including the designated electives.

Requirements for Teacher Certification: The English major with certification to teach differs from the above only in that both Modern and Advanced Grammar are required and in that the student must take English 453 (Methods of Teaching English) in addition to the 36 hours demanded of the non-

teaching major. Of course the prospective teacher must also meet the competencies outlined by the State Department of Education. (See the Department of Education for a statement of these requirements.)

The Department of English Language and Literature offers an honors program to eligible majors. To qualify for graduation with honors in English, the student must complete the Freshman Honors Program, take two In-Course Honors courses, two Seminars (in the Junior and Senior years), and complete the Senior Thesis. Students who do not participate in the Freshman Honors Program must take three In-Course Honors Courses, two Seminars, and complete the Senior Thesis.

The In-Course Honors program involves study undertaken as an adjunct to an upper level English course and work submitted beyond the requirements of the course. To receive honors credit the student must make at least a "B" in the honors courses, including the additional work submitted, and maintain an overall "B" average.

English/Communications

The English/Communications major at Campbell combines a traditional English curriculum with training and practical experience in journalism, editing, and media skills. Students are required to take eighteen hours of English beyond English 111 and 112, including one course from each of the subject areas. The student is also required to take eighteen hours from the Communications Core (contact the department for a current list of recognized courses) including either English 312 or 320 and three hours of Practicum credit. The student must also take a minimum of six hours beyond the introductory level in an elective area (contact the department for a current list of recognized courses).

Eighteen hours in English beyond the freshman level are required for students who wish to major in another curriculum with a concentration in English: nine of these eighteen hours must be courses on the 400 level or above. Students who wish to use English as a related field of concentration must ask for advice and approval of the English Department.

101, 102. English for Foreign Students (3,3).

English language and composition for the foreign student. Designed to give him the competency and skills to perform successfully on college-level work.

110. Fundamentals of Grammar and Composition (3).

A developmental course designed to provide students with the grammatical knowledge to perform at the college level. There is additional emphasis on building compositional skills. English 110 or demonstration of equivalent competency is required of all students.

111. Freshman Composition (3).

A course designed to make the student proficient in written composition.

112. Freshman Composition (3).

A course designed to provide more experience in composition and to introduce the student to poetry, fiction, and drama. Prerequisite: English 111.

221, 222. Survey of English Literature (3,3).

A comprehensive survey of British literature from *Beowulf* to the present. Prerequisite: English 111-112.

223, 224. Survey of American Literature (3,3).

A comprehensive survey of American literature from the Colonial Period to the present. Prerequisite: English 111-112.

300. Children's Literature (3).

A course for students who expect to teach the language arts in the elementary school, including the reading and evaluation of literature designed for children, with some attention to illustrators and other visual arts. This course is open to majors in Elementary Education only.

301. Journalism (3).

Basic news structure and style, covering actual events, interviewing and writing features. (Fall) An elective open to all students.

302. Journalism (3).

Writing, editing and laying out news copy; supervising institutional publications; contributing to commercial news media. (Spring) An elective open to all students.

303. Journalism: Yearbook Project (3).

This course is designed to assist in the planning of the *Pine Burr*. There will be emphasis on theme and layout design. Coordination and promotion of the project will be included. An elective open to all students with the permission of the instructor.

304. Journalism: Yearbook Project (3).

This course is designed to assist in the production of the *Pine Burr*. There will be emphasis on theme, layout design, and printing. Coordination of copy and photography and workshops with publisher will be included. An elective open to all students with the permission of the instructor.

305. Vocabulary and Usage (3).

A systematic study of word origins, meanings, and usage with the objective of vocabulary building as a means of improving the ability to think, read, and communicate effectively. An elective open to all students.

310. Creative Writing (3).

A study of the techniques of writing primarily poetic and prose fiction and secondarily non-fiction. An elective open to all students.

312. Advanced Writing and Rhetoric (3).

A study of the classic types of discourse—exposition, narration, description, and argumentation—will provide students an opportunity to increase their understanding of the writing process and to improve their writing skills. This course is open to all students and is especially recommended for those who plan to pursue graduate or professional study in business, law, or education. Prerequisite: English 112.

315. Modern Grammar (3).

The systematic study of the phonology, morphology, and syntax of English with emphasis on the development of language study and on modern approaches to the study of American English.

320. Advanced Grammar (3).

An intensive study of traditional grammar and current American Usage, designed primarily for English majors and elementary education majors.

325. Introduction to Broadcasting (3).

The purpose of the course is to provide the student with an overview of broadcast communication, with a primary emphasis on radio. There will be practical training with radio equipment as well as introduction to theory. The student who completes the course will be qualified to take the FCC exam for the Third Class Operator's License. An elective open to all students.

326. Radio and Television Programming (3).

An examination of the principles and philosophies of radio and television programming will be made through the study of the changing patterns of programming theory. Special attention will be given to the study of the effects of radio and television programming on the audience and to the study of the psychology of programming and audience manipulation. An elective open to all students with the permission of the instructor.

400. History of the English Language (3).

The development of our language from its origins to modern times; some texts of Chaucer are studied to illustrate Middle English. The course surveys the language in relation to changing society and to the literature of successive periods.

405. Chaucer (3).

An in-depth study of *The Canterbury Tales* and *Troilus and Criseyde* with attention to the medieval context.

415. Shakespeare Survey (3).

A comprehensive survey of Shakespeare's plays, based upon a study of selected works illustrating his development and significance as a dramatist. Some supplementary readings in the fields of Shakespearean criticism, and the Elizabethan theatre and English life.

418. English Drama (3).

The history of English Drama featuring representative masterpieces of dramatic composition from the medieval beginnings to the present, exclusive of Shakespeare.

420. Milton (3).

A study of Milton's major work, including *Paradise Lost*, *Samson Agonistes*, and representative poetry and prose. An introduction to the sixteenth century literary, social, and political background.

422. Eighteenth-Century English Literature (3).

A study of such authors as Dryden, Pope, Swift, and Johnson, belonging to the classical tradition; also, the beginning of Romanticism in poets of the eighteenth century.

423. The History of the English Novel (3).

A survey of the origins and development of English fiction to the present. Emphasis on nineteenth century novels.

425. Romantic Poetry and Prose (3).

Wordsworth and contemporary poets; literary critics, including Coleridge; essayists, including Lamb.

430. Victorian Poetry and Prose (3).

Tennyson, Browning and contemporary poets; Macaulay, Carlyle, Ruskin, and other prose writers. Attention is paid to the social and philosophical aspects of this era as revealed in the literature.

440. The History of the American Novel (3).

The development of the novel in American from its origins to the present. Emphasis on the modern novel.

453. Methods of Teaching English (3).

A study of methods of teaching grammar, composition, and literature in the secondary school. Emphasis is placed on the development of useful teaching materials. This course is open only to English majors who want a teacher's certificate.

455. Southern American Literature (3).

A survey of Southern American literature from 1700 to contemporary times, with attention given to underlying influences on the development of the literature of the South.

456-A, 456-B. Seminar (3).

Selected topics in American Literature and cultural history (A) or English Literature and cultural history (B). Subjects, works, or authors chosen for in-depth analysis and discussion. Admission is by permission of the instructor.

460. Independent Study.

Requirements are established in consultation with an instructor.

499. Senior Thesis (3).

An independent study the subject of which is selected by the student in consultation with the student's chosen professor. In addition to the essay the study will culminate in an oral examination.

FOREIGN LANGUAGES

PROFESSORS: DR. BURKOT

ASSOCIATE PROFESSORS: MR. D. PHELPS, DR. R. PHELPS, MR. WILSON

ASSISTANT PROFESSOR: DR. STEEGAR

The foreign language requirements for a degree at Campbell University are: completion of the survey courses for a B.A.; completion of the intermediate

level for a B.S.; and completion of the elementary level for a B.B.A., B.M.E., or B.S. for Elementary Education. Students who have completed two units of the same language in high school will satisfy the Campbell University requirements in elementary language, and they should begin in courses numbered 111-112.

Beginning and intermediate language courses are taught sequentially: 101 and 111 are offered in the fall and in the first summer session; 102 and 112 are offered only in the spring and in the second summer session.

The chairman of the department will send a detailed outline for each course and answer any inquiries concerning the department.

Requirements for a French major without certification to teach: 111, 112, 221, 222, 231, 232, 250, 300, and three other French courses above the beginning level. This major is a general liberal arts preparation for most types of employment or for graduate studies in any of the humanities or social sciences.

Requirements for a French major with North Carolina certification to teach in secondary schools: 111, 112, 221, 222, 231, 250, 300, 400, and three courses of French above the beginning level.

Requirements for certification by the State of North Carolina to teach in secondary schools: Education 221, 341, 431, 441, 452, 453, 457, and Psychology 222.

Requirements for a Spanish major and certification: At least 30 hours must be in courses in Spanish above 101-102 level; this requirement excludes the course in methods. The requirements of the state of North Carolina for instruction in the Education Department must also be met. It is recommended that a major in Spanish use the electives in the liberal arts area, preferably in another language. Upon request, the Foreign Language Department will tender a detailed schedule for the prospective major.

The elementary courses in Greek are ten semester hours; the survey courses are offered in alternate years. Those students who have had one survey course and are unable to take the second because of the time element may substitute one course in Classical Civilization for foreign language credit. Foreign language credit for a course in Classical Civilization will be counted only for the students in that particular group.

Three courses in Latin will be offered each semester. Latin is recommended for all students in any liberal arts area; it is recommended for student majoring in government and for those who expect to take law.

Independent Study for Spanish or French: Independent Study courses are authorized according to the following criteria:

1. That the Elementary and Intermediate courses have been completed with at least a grade of "B".
2. Availability of materials for the course.
3. The Independent Study will be considered a part of the regular course load.

FRENCH

101-102. Elementary French (3,3).

Reading, writing, speaking, listening.

111-112. Intermediate French (3,3).

Continued study of basic skills. Prerequisite: French 101-102 or high school equivalent.

221-221. Survey of French Literature (3,3).

The first semester treats French Literature until 1800; the second presents the literature since 1800. Special consideration is given to non-majors.

231-232. Composition and Conversation (3,3).

The intent of the course is to improve competency in speaking and understanding normal conversational French. Practice in writing standard French and oral reading of literary French is also an important aspect of the course. Required of majors.

250. Phonetics and Pronunciation of French (3).

Individual instruction in French pronunciation and a study of phonetic transcription.

290. Advanced French Grammar (3).

An elaboration of grammar and idiomatic usage.

300. History and Civilization of France (3).

The geography, patrimony and history of France.

340. 17th Century French Literature (3).

French Classicism.

341. Moliere (3).

The plays, the life, and the influence of Molière.

350. 18th Century French Literature (3).

The major texts of the *philosophes*.

360. Romanticism and Realism (3).

The first part of the 19th century in French literature: Authors from Constant to Flaubert.

370. Symbolism and Naturalism (3).

The latter part of the 19th century: authors from Nerval to Zola.

380. 20th Century French Literature (3).

Surrealism; existentialism, the nouveauroman, and the major authors since 1900.

400. Methods and Materials of Romance Language Teaching (1½).

Principles of pedagogy unique to teaching a foreign language.

SPANISH

101-102. Elementary Spanish (3,3).

Introduction to the basic skills of the language—reading, writing, speaking and aural comprehension.

111-112. Intermediate Spanish (3,3).

Continued practice in the basic skills; review of grammar; reading of selected literary texts. Prerequisite: 101-102.

221-222. Survey of Spanish Literature (3,3).

An historical treatment of the main currents of Spanish literature, with analytical studies of selected readings in each period; emphasis upon the literature of Spain as the common heritage of the Spanish-speaking world. Prerequisite: 111-112.

241-242. Survey of Spanish American Literature (3,3).

Reading and discussion of passages from representative authors; comparison with Peninsular literature; attention to regional differences in the culture as they affect the literature of Latin America.

250. Spanish Phonetics and Pronunciation (3).

A study of phonetic transcription and individual instruction in Spanish pronunciation.

331-332. Spanish Composition and Conversation (3,3).

Advanced grammar and composition; phonetic analysis and drills; advanced audio-lingual exercises.

341-342. Latin American Area Studies (3,3).

Independent study with weekly seminars. Geopolitical and psychosocial studies in Latin America. Four semesters of Spanish and a B+ grade average, and a need for the course are prerequisites.

400. Methods and Materials of Romance Language Teaching (1½)

Educational principles unique to teaching a foreign language.

GERMAN

101-102. Elementary German (3,3).

Introduction to the basic skills of the language—reading, writing, speaking, and aural comprehension.

111-112. Intermediate German (3,3).

Continued practice of the basic skills; aspects of German culture.

221-222. Survey of German Literature (3,3).

The first semester reviews German literature from the Middle Ages to Goethe; the second semester studies German literature since Goethe.

GREEK

101-102. Elementary Greek (5,5).

Greek grammar; selections from Greek prose writers and poets.

111. Intermediate Greek—Xenophon (3).

Reading from Classical Greek prose as represented by Xenophon's *Anabasis*. Review of grammar and thorough drill in syntax. (Given in 1980-1981 and alternate years thereafter.)

112. Intermediate Greek—Plato (3).

Readings from Classical Greek prose as represented by the works of Plato. Review of grammar and thorough drill in syntax. (Given in 1981-1982 and alternate years thereafter.)

222. Selections from the Greek New Testament (3).

(Given in 1980-1981 and alternate years thereafter.)

224. Selections from Greek New Testament (3).

(Given in 1981-1982 and alternate years thereafter.)

CLASSICAL CIVILIZATION

311. Greek Civilization (3).

This course will be concerned with those phases of Greek Civilization which have particular significance for the modern world. A knowledge of the Greek language is not required.

312. Roman Civilization (3).

A study of those phases of Roman Civilization which have the greatest meaning for modern civilization. A knowledge of the Latin language is not necessary.

LATIN

101-102. Elementary Latin (3,3).

An introduction to the pronunciation, grammar, and vocabulary of Latin, reading of easy prose; survey of the history and civilization of Rome.

111-112. Intermediate Latin (3,3).

Review of Latin grammar; work in prose composition; readings in Latin prose including Caesar; introduction to poetry from Ovid; continuation of the survey of Roman history and civilization. Prerequisite: 101-102.

221. Vergil (3).

Reading of the Aeneid, Books I-VI; Study of the main characteristics of the Augustan age; continued work in grammar and composition. Prerequisite: 111-112.

222. Latin Prose (3).

Readings from the Latin prose authors with emphasis on the works of Cicero, Livy, and Pliny; study of Roman private life. Prerequisite: 111-112.

GEOLOGY

PROFESSOR: DR. HOPE

ASSOCIATE PROFESSOR: DR. PERKINS

INSTRUCTORS: MR. HARVEY, MR. WESTBROOK, MRS. SMITH

Requirements for a major in Geology:

A candidate for a Bachelor's degree with a major in Geology may select from the following courses to complete the required total of thirty-four semester hours: Geology 221, 332, 345, 362, 444, 447, 452 and 462. Additional Geology courses offered (excluding Geology 115) must be taken without exception.

The candidates must also complete Mathematics 222 or equivalent, eight semester hours of Chemistry, and eight semester hours of Physics. Field trips will be made during the year in several courses.

Requirements for a teaching certificate:

Students in Secondary Education who choose Earth Science as an area of concentration must satisfactorily complete twenty-four semester hours of Geology, including Geology 111 and 112, and a minimum of six to eight semester hours in each of the following areas:

Mathematics, Chemistry and Physics or Biology. The Department of Education lists additional requirements for teacher certification.

111. Physical Geology (4).

A study of earth materials and landforms and the processes at work upon and within the earth. In the laboratory, emphasis will be placed on the identification of the common minerals and basic rock types and the use of topographic maps. A partial list of topics includes: geologic time, igneous, sedimentary and metamorphic geology, geologic structures; the action of wind, water and glaciers. Three hours of lecture and two hours of laboratory.

112. Historical Geology (4).

A history of the earth concerned with the changes in the earth's crust and the life that has existed upon that crust. Laboratory work will include a study of

fossils and an introduction to geologic maps. Three hours of lecture and two hours of laboratory. Prerequisite: Geology 111.

115. Introduction to Environmental Problems (3).

Ecological and geologic aspects of the environmental crisis. Topics covered include population, natural resources, air and water pollution and geologic hazards. Three hours of lecture.

221. Environmental Geology (3).

A practical approach to the role which the geologist plays in identifying and solving environmental problems facing man today. Topics covered include natural resources, water supplies, waste disposal, land pollution and land management. Two hours of lecture and three hours of laboratory. Prerequisite: Geology 111 and permission of instructor.

223. Elements of Crystallography and Mineralogy (4).

An introduction to crystallography and crystal chemistry. The physical and chemical properties of minerals will be studied and a number of mineral species will be examined in detail. Three hours of lecture and three hours of laboratory. Prerequisite Geology 111 or eight semester hours of Chemistry.

224. Optical Mineralogy (3).

A study of the optical properties of minerals and the aid of the petrographic microscope. Two hours of lecture and three hours of laboratory. Prerequisite: Geology 223.

326. General Petrology (3).

A study of the mode of occurrence, composition, classification, and origin of the igneous, sedimentary, and metamorphic rocks and their relations to geological processes and earth history. Two hours of lecture and three hours of laboratory. Prerequisite: Geology 224.

331. Invertebrate Paleontology (4).

The systematic classification of invertebrate fossils, their geologic range, distribution and probable habitat, and the use of index-fossils in age determination of geologic formations. Three hours of lecture and three hours of laboratory. Prerequisite: Geology 112.

332. Paleobotany (3).

A systematic classification of plant remains, geologic range, distribution, evolution and probable habitat, also the use of plant index-fossils in age determination of geologic formations. Further stress is placed on plant importance in the formation of mineral resources such as petroleum. Two hours of lecture and three hours of laboratory. Prerequisite: Geology 112.

333. Structural Geology (3).

The recognition, description and classification of the structures or arrangements of the rock masses in the earth's crust, and a study of the processes which produce them. In the laboratory graphic methods of solving problems of structural geology will be used. Two hours of lecture and three hours of laboratory. Prerequisite: Geology 112 and a working knowledge of trigonometry.

345. Principles of Economic Geology (3).

The occurrences, genesis, and the distribution of important metallic, non-metallic and mineral fuel deposits, plus an introduction to mining and metallurgical processes and techniques. Prerequisite: Geology 223 and permission of instructor.

362. Field Study (1-2).

Geologic field trips of 1 to 2 weeks duration to areas of geologic interest that are located outside normal travel range. The course is usually offered during extended holiday breaks in the school calendar. The amount of credit will be determined by the length and type of field trip. By faculty permission only.

436. Introduction to Field Geology (3).

Study and practice in the basic principles of geologic mapping, sampling geologic data collection, tabulation and report writing. Two hours of lecture and three hours of laboratory. Prerequisites: Geology 333 or permission of instructor and a working knowledge of trigonometry.

441. Principles of Sedimentation and Stratigraphy (3).

A study of the processes of formation, composition, sequence, and correlation of the stratified rocks of the earth's crust. Two hours of lecture and three hours of laboratory. Prerequisites: Geology 112 and Geology 224.

444. Geomorphology (3).

A study of the origin, evolution and classification of land forms. Two hours of lecture and three hours of laboratory. Prerequisite: Geology 333.

447. The Geology of Energy Resources (3).

A study of the basic concepts of energy; global energy requirements and reserves, followed by the geology of coal, oil shale, natural gas, petroleum, uranium and geothermal energy. Three hours of lecture per week. Prerequisites: Geology 441 or permission of the instructor.

452. Geology Seminar (1).

Discussion and presentation of reports on selected topics. Open to advanced students only. Meets one hour per week.

462. Geological Research (2-4).

Open to geology majors in their senior year after approval of a research problem by the department. Investigation of the problem will be under the guidance of a faculty member and the results will be presented in thesis form. The amount of credit will be established by the department at the time the problem is approved.

GEOGRAPHY

113. Physical Geography (3).

A survey of the natural landscape and the forces setting upon it. Introduction to geologic and meteorological processes affecting the earth. Three hours of lecture.

GOVERNMENT

PROFESSORS: DR. PURYEAR, DR. GASS

ASSISTANT PROFESSORS: DR. MINIX, DR. SCHROEDER, MR. TUCK

Requirements for a major in Government: Completion of at least 30 semester hours with a "C" average. Government 229, Government 230, and Government 451, plus one course selected from Government 341, 342, or 345 are required of all majors. In addition, the student must complete the following related courses: History 221-222 and Economics 223-224.

Concentration: A student may major in Social Science with a concentration in Government. For this program the student must complete 24 semester hours in Government including Government 229, Government 230, and either Government 450 or Government 451. In addition each student must complete 6 semester hours in each of three fields to be selected from Economics, Geography, History or Sociology.

Prerequisites: Government 229 is a prerequisite for all other courses in government. History 221-222 are prerequisites for Government 449-450. Government 449 or 450 is a prerequisite for Government 451.

229. The National Government (3).

Among the topics studied are the framing of the Constitution, the nature of federalism, federal and state powers, political parties, and the general organization and functioning of the national government. (Open to Freshmen.)

230. State and Local Government (3).

Special attention is given to state-federal relations and to problems of administration, legal procedures, law enforcement, and police power, taxation, revenues, and appropriations. Local government is considered briefly.

232. State Legislative Politics (1½).

The purpose of this course is to prepare student-delegates for the convocation of the North Carolina Student Legislature held annually in Raleigh. Students are required to read a textbook dealing with the state legislative process, to gain a working familiarity with Robert's Rules of Order, and to participate in the research and writing of two bills to be introduced at the state meeting. Registration is by approval of Professor.

238. American Political Parties (3).

The main topics considered are the origins and development of American Political parties, their functions, organization, regulation, campaign methods, and elections.

337. Municipal Government (3).

The history, organization and administration of American municipal corporations are studied in some detail.

339. Studies In Revolutions (3).

(History 339.) This course undertakes comparative studies of several aspects of selected revolutions in the modern world.

341. Comparative Government—Governments of Western Europe (3).

A comparative study is made of political institutions and constitutional practices of the United Kingdom, France, Germany, and Soviet Union.

342. Comparative Government—Totalitarian Governments (3).

A study is made of the basic theories of totalitarianism with particular attention focused on Communist governments.

345. International Relations (3).

Introductory survey course of the politics among nations, bilateral and multi-lateral relations of international organizations, concentrating on the UN and the future of international organizations in general; and of international law as a necessary basic minimal rule.

444. Ancient and Medieval and Political Thought (3).

A survey of the political thinkers who provided the ideas which became the basis for the western political tradition. The historical period from 500 B.C. to 1500 A.D. will be covered and will include such thinkers as Plato, Aristotle, St. Augustine, St. Thomas Aquinas, and Machiavelli.

445. Modern European Political Thought (3).

(History 445). The main currents of European political thought are analyzed in terms of their historical setting and philosophical background.

446. American Political Thought (3).

(History 446). The main currents of American political thought, from colonial beginnings to 1900, are analyzed in terms of their historical setting and philosophical background.

447. Contemporary Political Thought (3).

(History 446). The main currents of American political thought since 1900 are analyzed in terms of their historical setting and philosophical background. Attention is given to the pragmatists, to Henry and Brooks Adams, Reinhold Niebuhr, Eric Hoffer, William F. Buckley, and Jacques Maritain, and the black political thinkers. Consideration is also given to non-American influences upon American political thought since 1900.

448. American Foreign Policy In The Twentieth Century (3).

An examination of the formation and execution of American foreign policy since 1900.

449, 450. The Development of the American Constitution (3,3).

(History 449, 450). Gives an account of the living constitution by tracing practices, customs, traditions and fundamental legal ideas in their historic setting as they make up the body of American Constitutionalism today.

451. Seminar In Constitutional Law (3).

A detailed examination of landmark cases of the Supreme Court and their implications.

452. Internship (3).

A supervised work internship with selected lawyers, governmental agencies or community organizations designed to give students actual experience in a particular area of government or politics. (Open only to majors.)

PRE-LAW with a major in Government

After consultation with deans of various Schools of Law, the Government Department of Campbell University has developed a curriculum to aid a student in achieving admission to law school. The program meets all the college requirements for a Bachelor of Arts or Bachelor of Science degree and gives the student a major in Government. While the program is broad and diverse, no one course alone is vital. It is the combination of courses that plays the important role. The student should bear in mind that no curriculum guarantees admission to law school. Preparation is largely up to the individual student in cooperation with his Pre-Law advisor.

THE CURRICULUM

Freshman Year

First Semester

English 111	3 s.h.
History 111	3 s.h.
Fine Arts	3 s.h.
Math 111.....	3 s.h.
Foreign Language.....	3 s.h.
P.E.....	1 s.h.

Second Semester

English 112	3 s.h.
History 112	3 s.h.
Government 229	3 s.h.
Math 160.....	3 s.h.
Foreign Language.....	3 s.h.
P.E.....	1 s.h.

Sophomore Year

First Semester

English Literature	3 s.h.
Government 230	3 s.h.
Natural Science.....	4 s.h.
History 221	3 s.h.
*Foreign Language or Elective.....	3 s.h.

Second Semester

English Literature	3 s.h.
Government	3 s.h.
Natural Science.....	4 s.h.
History 222	3 s.h.
*Foreign Language or Elective.....	3 s.h.

Junior Year

First Semester

Economics 223	3 s.h.
Religion 101	3 s.h.
Natural Science	4 s.h.
Government 449	3 s.h.
BA 213 (Accounting)	4 s.h.

Second Semester

Economics 224	3 s.h.
Religion	3 s.h.
Health 111	2 s.h.
Government 450	3 s.h.
BA 214 (Accounting)	3 s.h.
Speech 113	2 s.h.

Senior Year

First Semester

Government 451	3 s.h.
Government	3 s.h.
Government	3 s.h.
History 343	3 s.h.
Philosophy 221	3 s.h.
Psychology 222	3 s.h.

Second Semester

Government	3 s.h.
Government	3 s.h.
History 344	3 s.h.
Data Processing 225	3 s.h.
Sociology 225 or 226	3 s.h.

*Foreign Language—Must complete through the intermediate level in the same course for the B.S. degree and at least six hours on the 200 level for the B.A. degree.

CORRECTIONS AND POLICE SCIENCE

Campbell's work in Corrections and Police Science is geared to mesh with programs already underway in community colleges and technical institutes. It provides the last two years of a curriculum for a four-year program in this subject. With the understanding that this credit will be used for this purpose only, the University accepts in transfer up to 64 semester hours from the technical institutes for students majoring in Corrections and Police Science.

The entering student must bring in transfer at least 36 semester hours in Criminal Justice or Corrections courses. Satisfactory completion of the course leads to the degree of Bachelor of Special Studies.

The core curriculum includes forty-two semester hours.

English 111, 112	6 s.h.
Religion 101	3 s.h.
Math 160.	3 s.h.
Chemistry 111	4 s.h.
Fine Arts	3 s.h.
History 221, 222	6 s.h.
Government 229	3 s.h.
Government 230	3 s.h.
Sociology 225	3 s.h.
Sociology 226	3 s.h.
Psychology 222	3 s.h.
Health 111	2 s.h.

(The courses listed above may come as transfer credits or may be taken at Campbell.)

Professional Curriculum in Corrections includes seventy-two semester hours.

Corrections (Transferred Credits)	36 s.h.
Psychology 260	3 s.h.
Psychology 364	3 s.h.
Psychology 461	3 s.h.
Psychology 492	3 s.h.
Sociology 232	3 s.h.
Sociology 340	3 s.h.
Sociology 345	3 s.h.
Sociology 346	3 s.h.
Sociology 359	3 s.h.
Government 337	3 s.h.
Government 449, 450	6 s.h.
Electives—chosen to fit individual needs	14 s.h.

Professional Curriculum in Police Science includes sixty semester hours.

Police Science (Transferred Credits)	36 s.h.
Government 337	3 s.h.
Government 449, 450	6 s.h.
Sociology 342	3 s.h.
Sociology 345	3 s.h.
Sociology 346	3 s.h.
Psychology 364	3 s.h.
Psychology 461	3 s.h.
Electives—chosen to fit individual needs	26 s.h.

HOME ECONOMICS

ASSOCIATE PROFESSORS: MRS. TUCK, MRS. KING

INSTRUCTOR: MRS. LASSITER

Requirements for a major: A candidate for the Bachelor of Science degree with a concentration in either Home Economics Education, Clothing-Textile-Fashion and Home Furnishing Merchandising or General Home Economics must complete satisfactorily at least 36 semester hours in Home Economics in the areas of Foods and Nutrition, Child Development and Family Relationships; Clothing and Textiles; Housing, Interior Design and Management; Consumer Education and the requirements specific to the area of concentration. Foreign Language and Health 111 are not required.

Requirement for a Concentration in Home Economics Education: A candidate for the Bachelor of Science degree with a concentration in Home Economics Education must satisfactorily complete the requirements for a major in Home Economics. In addition, she must satisfactorily complete education courses required of Secondary Teachers. Dual certification in Middle Grades Occupational Exploration and Vocational Home Economics can be obtained.

Requirement for a Concentration in Clothing-Textile-Fashion and Home Furnishing Merchandising: A candidate for the Bachelor of Science degree with a concentration in Clothing-Textile-Fashion Home Furnishing Merchandising must satisfactorily complete 21 semester hours in Business Administration, 6 semester hours in Art and 3 semester hours in an "internship program." These concentrations lead to an optional certification in Distributive Education.

Requirements for a Concentration in General Home Economics. A candidate for the Bachelor of Science degree with a concentration in General Home Economics must satisfactorily complete the requirements for a major.

FOODS AND NUTRITION

111. Food Science (3).

Basic scientific principles of food preparation, with emphasis on selection, purchasing, storage and preservation. Laboratory work is coordinated with the lectures.

221. Meal Management (3).

The planning, marketing, storing, preparing and serving food for family meals and special functions at different cost levels. The study includes a laboratory. Prerequisite: Home Economics 111.

227. Nutrition (2).

A study of the fundamentals of human nutrition with emphasis on the nutrients and factors which affect their utilization in the human body. Open to all students.

321. Quantity Cookery (3).

Principles of food preparation applied to large quantities with emphasis on menu planning, food service and institutional equipment. Offered only every even year in the Fall semester. Laboratory coordinated with lectures. Prerequisite: Home Economics 221.

327. Nutrition and Dietetics (3).

Principles of nutrition, introduction to the biochemical and physiological aspects of nutrient metabolism; the study of the development and uses of therapeutic diets. Offered only every odd year during the Spring semester. Prerequisite: Home Economics 227.

CHILD DEVELOPMENT AND FAMILY RELATIONSHIPS

136. Family Health (2).

A study of the importance of family health. Simple procedures for the care of sickness and accidents in the home.

235. Child Development (3).

A study of the factors affecting the development of preschool children. Emphasis is given on the influence of the home on human development. Observation in the nursery school gives opportunity for studying the child in a group situation.

365. Family Relationships (3).

A study which includes interpersonal relationships of family members as a factor on individual development and problems associated with individual adjustments and group relationships. Emphasis is on democratic orientation of family living.

CLOTHING AND TEXTILES

112. Clothing Selection, Dress Design and Construction (3).

The fundamental principles of selection, care and design of clothing, guides to buymanship. Laboratory consists of various garment construction.

222. Fashion Apparel Fundamentals and Tailoring (3).

The functions of fashion markets, social and economic impact of fashion apparel; fashion designers, fashion merchandiser and merchandise promotion. Laboratory centers on aspects of tailoring.

332. Textiles (3).

A study of Textiles, its properties and composition, identification and manufacturing procedures. It also includes the selection, care and use of fabrics. Laboratory coordinated with lectures.

HOUSING, INTERIOR DESIGN AND MANAGEMENT

107. Contemporary Housing (2).

A course designed to aid men and women in understanding the function, economic and aesthetic qualities of planning a home to meet family needs. A study of housing construction, materials and specific information pertaining to home maintenance.

109. Handicraft (2).

An introduction to various creative handicraft using different mediums—yarn, craft, needlework, fabric design and handicrafts.

213. The House and Its Furnishings (3).

A study of planning and furnishing of houses from an aesthetic and functional standpoint. Practical problems of home planning in relation to family needs and income, the selection, construction, use of furnishings exemplifying good taste and individuality. Laboratory coordinated with subject matter.

313. Home Furnishings Workshop (3).

A practical experience in the selection and construction of furnishings for the home to include furniture refinishing and covering, draper-making, and the making of small accessories. Includes working with a furniture store, or interior designer.

348. Housing (3).

The social, economics and aesthetic factors of house design and its relationship to its environment. Offered every spring semester.

349. Household Equipment (3).

A study which covers the selection, use, care, construction of various types of household equipment. Includes kitchen planning and equipment demonstrations.

445. Consumer Economics and Management (3).

Management of resources for the purpose of attaining needs and goals. Emphasis on the role of the consumer and a study of problems related to personal and family buying.

455. Home Management and House Residence (3).

A study which includes the principles of management in the house with emphasis on values as they affect the use of family resources. Application of these principles is done through residence in the Home Management House. Prerequisite: Home Economics 221, Home Economics 445.

HOME ECONOMICS EDUCATION

334. Planning and Evaluating the Home Economics Program (3).

A study of planning and evaluating of the Home Economics curriculum in secondary schools as it relates to the overall school and community program. Observation in schools is included.

438a. Occupational Exploration (3).

A course designed for those who wish to teach in occupational exploration programs. Emphasis on role of occupational exploration in vocational curriculum, sources and uses of occupational information, organizational patterns, teaching approaches and youth activities. Observation in middle grade schools included.

438b. Occupational Exploration—Service Laboratory (2).

A course designed for those who wish to teach in the service area of Occupational Exploration. Included service area teaching approaches, evaluation techniques and resources; emphasis on development of instructional media.

448. Occupational Education (3).

A survey and analysis of various occupations related to Home Economics with emphasis on teaching methods, materials and techniques of presentation.

INTERNSHIP PROGRAM

156-456. Clothing—Textile—Fashion and Home Furnishing Merchandising Internship (3).

Nine-week internship program with a cooperating store for "on-the-job-training program." For Clothing—Textile—Fashion and Home Furnishing Merchandising majors only.

466. Home Economics Extension Trainee Program (3).

Supervised internship program with County agents in a cooperative program with the Department. Offered only to those who are interested in Home Extension programs.

199-399. Independent Study (1-3).

MATHEMATICS

ASSOCIATE PROFESSORS: MR. BAIN, DR. NORWOOD, DR. J. TAYLOR
ASSISTANT PROFESSORS: MR. THOMAS, MRS. TODD, DR. KOETHER

Requirements for a major in Mathematics: A candidate for the Bachelor of Arts or the Bachelor of Science degree with a major in mathematics must complete satisfactorily at least 33 semester hours in approved mathematics courses numbered above 200 and must include Mathematics 224. Requirements for teacher certification in Mathematics: A student majoring in mathematics who desires certification for the teaching of mathematics in the secondary schools must satisfy the major requirements as stated above and must include in his major work math courses 275, 333, 335, 441, and 443. He must also complete eight semester hours of physics or chemistry, as well as completing the course requirements of the Department of Education.

110. Fundamentals of Mathematics (3).

Fall, Spring—(Credit in Math 110 does not satisfy the General Mathematics requirement. If a student has credit in any other mathematics course, he may not enroll in Mathematics 110.) Basic skills are emphasized—addition, subtraction, multiplication and division of fractions; rules of exponents; solving linear and quadratic equations; graphs; “word” problems. Interwoven in the above topics is material of a less formal nature, including some of the recreational and useful aspects of mathematics.

111. Algebra (3).

Fall, Spring, Summer—(Credit in Math 111 is not allowed if student has credit in Math 222). A basic study of logic, structure, and foundations of algebra. Major topics include functions, inequalities, equations, roots, radicals and exponents.

112. Elementary Functions (3).

Fall, Spring, Summer—A study of circular, logarithmic, exponential and polynomial functions.

140. Applied Mathematics (3).

Fall, Spring—Designed for business majors. The course will include topics from matrices, linear programming, game theory, logarithms and mathematics of management.

160. Elementary Statistics (3).

Fall, Spring, Summer—Emphasis on statistical inference beginning with a study of elementary probability and continuing to “decision making” through topics that include: mean, standard deviation, analysis of variance, regression analysis, and hypothesis testing.

201. Mathematics for Elementary Teachers (3).

Fall, Spring—The course will include a study of sets, logic, numeration systems, the development of the properties of the set of real numbers and its various subsets, and an introduction to the International Systems of Units (Modernized Metric System). For elementary education majors only.

202. Mathematics for Elementary Teachers (3).

Fall, Spring—The course will include material from the areas of algebra, geometry, statistics, probability and a continuation of the study of the International System of Units (Modernized Metric System). For elementary education majors only. Prerequisite: Math 201.

222. Analytic Geometry and Calculus I (4).

Fall, Spring—Topics included: directed distance, slope of straight line, equations of a line, angle between two lines, conic section, functions of one variable, graphs of functions, limits, continuity, derivatives, differentials, related rates, maximum and minimum problems, Rolle's and mean value theorems, integration, area, properties of the definite integral, and application of the definite integral. Prerequisite: Math 112 or by permission.

223. Analytic Geometry and Calculus II (4).

Fall, Spring—Topics included: Differentiation and the integration of logarithmic, exponential, trigonometric, inverse trigonometric, and rational functions, and other special forms, approximating definite integral, polar coordinates, polar and Cartesian equations of conic sections, and hyperbolic functions. Prerequisite: Math 222.

224. Analytic Geometry and Calculus III (4).

Fall, Spring—Topics included: vectors in a plane, dot product, derivative of vector value functions, arc length, velocity vector, acceleration vector, unit tangent and normal vectors, curvature, indeterminant forms, improper integrals, vectors in three dimensions, cross product, lines in space, surfaces and revolution, limits of functions of two or more variables, continuity, partial differentiation, double and triple integrals, and series. Prerequisite: Math 223.

275. Introduction to Programming (3).

Fall, Spring—Introduction to the basic concepts; covering basic FORTRAN IV for the IBM 1130 in addition to providing an overview of the IBM 1130 Disk Monitor System Version II. Students write computer programs and use the on-campus IBM 1130 for processing.

331. History of Mathematics (3).

Spring—A study of the historical development of the various branches of mathematics and of the contributions of noted mathematicians to the science of mathematics. Co-requisite: 224 or by permission of the instructor.

333. Linear Algebra (3).

Fall—A study of the basic properties of matrices, properties of determinants, rank of a matrix, equivalent matrices, inverse of a matrix, vectors and vector spaces, linear independence and dependence, linear transformations, linear operators, unit and orthogonal transformations, characteristic equations and roots, minimum polynomial, bilinear, quadratic and Hermitian forms. Prerequisite: Math 222.

335. Introduction to Probability and Statistics (3).

Spring—A study is made of mathematical models of random phenomena, mean and variance of probability law, law of large numbers, algebra of expectations, frequency distribution, generating functions, correlation, regression, analysis of variance, and hypothesis testing. Prerequisite: Math 223.

337. Differential Equations (3).

Spring—Topics included: Methods of solution of first order linear differential equations, higher order linear differential equations, higher degree differential equations or order one, and special differential equations; operators, place transforms, and applications. Prerequisite: Math 224.

376. Introduction to Numerical Methods (3).

Spring—Concerned with the practical solution of problems on computers. Prerequisite: Math 275, Co-requisite: Math 224. Recommended Math 333.

441. Introduction to Modern Abstract Algebra (3).

Spring—A study of the number system, groups, rings, integral domains, and fields. Prerequisite: Math 222 (shall have junior standing).

443. Topics In Geometry (3).

Fall—An integrated course which includes set theory logic, a critical study of Euclidean geometry from modern postulational systems and a comparison of Euclidean geometry to elliptic, hyperbolic and projective geometries.

445. Advanced Calculus (3).

On demand—An introduction to analysis beginning with a review of the calculus of functions of a single variable, and continuing with a study of vectors, differential calculus of functions of several variables, and vector differential calculus. Prerequisites: Math 224 and Math 333.

MILITARY SCIENCE

PROFESSOR: LIEUTENANT COLONEL PITCHER

ASSISTANT PROFESSORS: MAJOR RIVERS, CAPTAIN TAYLOR AND CAPTAIN TREHARNE.

INSTRUCTORS: SERGEANT MAJOR THATCHER, MASTER SERGEANT HOLLAND

OBJECTIVES

The objectives of the Army ROTC Program are to attract, motivate and prepare selected students to serve as commissioned officers in the active or reserve components of the Army; to provide a practical understanding of the concepts and principles of military science; to develop a strong sense of duty, honor and country, to promote teamwork and individual fitness; and to develop an understanding of and an appreciation for international relations and national security. Attainment of these objectives prepares students for commissioning and establishes a solid foundation for their professional development and effective performance in the uniformed services or in civilian enterprise.

SCOPE

The Army ROTC Program is progressive in nature and is composed of a Basic and Advanced Course. Enrollment in the Basic Course is open to all full-time freshmen and sophomores, and its completion is a prerequisite for Advanced Course application. Prior military service or high school JROTC experience may result in direct Advanced Course placement. Entrance into the Advanced Course is selective and is based upon demonstrated performance and leadership potential. Students who satisfactorily complete the Advanced Course are commissioned Second Lieutenants upon graduation.

BASIC COURSE

The Basic Course consists of MS 101, 102, 103, 201, 202 and PE 111, 112 courses taught by Military Science faculty. Students satisfy Basic Course requirements by taking any four (4) credit hours in the above courses and by attending two (2) introductory ROTC seminars.

101. Military Organization (1).

An orientation to the US Army concentrating upon the historical development of ROTC and related customs, courtesies and traditions of uniformed services. One (1) lecture hour per week.

102. Basic Leadership and Management (1).

An introductory course in leadership and management using case and situational studies to emphasize individual and group needs, group dynamics and the decision making process. One (1) lecture hour per week.

103. How to Study (1).

An introduction to the practical application of studying. Emphasis is on study techniques to include planning and time utilization, outlining and note taking, and preparing for and taking examinations. Special problems related to written requirements, foreign language study and other disciplines are analyzed. One (1) lecture hour per week.

201. Studies in Decision Making (2).

A study in progressive leadership concentrating on leadership models, personality and the perceptual process. Contemporary and historical leadership problems (case studies) are analyzed from a leader's perspective. Two (2) lecture hours per week.

MS 202. Land Navigation and Tactics (2).

An introductory course in land navigation and rifle squad organization, capabilities and tactics. Two (2) lecture hours per week.

PHYSICAL EDUCATION COURSES WITH MILITARY SCIENCE CREDIT:

- 111. Marksmanship (1).**
- 111, 112. Orienteering and Mountaineering (1).**
- 111, 112. Beginning-Intermediate Self Defense (1).**
- 111, 112. Beginning-Advanced Beginning Swimming (1).**
- 111, 112. Advanced Beginning-Intermediate Swimming (1).**
- 111, 112. Advanced Lifesaving with American Red Cross Certification (1).**
- 111, 112. Scuba and PAD1 Certification (1).**
- 112. Skiing (1).**
- 112. Advanced Aerobics (1).**

ADVANCED COURSE

301. Terrain Analysis (3).

An integrated course of academics and military skills combining advanced land navigation with squad level tactics. Laboratory periods concentrate on leadership development, physical training and selected presentations. Two (2) lecture hours and one (1) laboratory hour per week.

302. Unit Level Command Responsibilities (3).

A study in leadership from the prospective of the Second Lieutenant concentrating on the coordination and execution of administrative and tactical command decisions. Laboratory periods concentrate on leadership development, physical training and selected presentations. Two (2) lecture hours and one (1) laboratory hour per week.

321. Applied Military Leadership (3).

An intensive practical application of leadership and military skills for Advanced Course students. Six (6) week summer program conducted at Fort Bragg, NC, for all Advanced Course cadets from universities and colleges of the eastern seaboard states.

MS 401. The American Military Experience (3).

A survey of American Military History concentrating on the major factors and events which have influenced US foreign policy during periods of war and peace. Three (3) lecture hours per week.

MS 402. Advanced Leadership and Management (3).

Studies in military staff organization and procedure and topics essential to newly commissioned officers including an in depth survey of the Military Justice System and court-martial procedures and practical application of leadership skills in dealing with supply and maintenance procedures. Students prepare and present military instruction to military science classes and serve as special assistants to the Professor of Military Science for selected projects. Two (2) lecture hours and one (1) laboratory hour per week.

MILITARY SCIENCE DEGREE PROGRAM

The Military Science Department offers a major in Military Science for students who are planning careers as professional Army Officers. Campbell is the only school in the southeast which offers a degree program in this field. The requirements for a Bachelor of Science Degree are outlined below. Individuals with prior military service may be given credit for appropriate courses based on experience and military education.

CORE CURRICULUM

Art, Music, or Drama 131	3
English	12
Foreign Language	12*
History 111, 112	6
Math	6
Physics, Biology, Chemistry or Geology	12
Religion	6
Health 111	2
Physical Education	<u>2</u>
	61

*Up to six hours may be satisfied by two or more high school units.

MILITARY SCIENCE CURRICULUM

Government 229. National Government	3
Government 345. International Relations	3
Geography 113. Physical Geography	3
MS 311. Military Leadership Styles	3
MS 312. Military Administration	3
MS 411. Military Operations	3
MS 412. Military Logistics Management	3
MS 421. Basic Officer Course Preparation	<u>3</u>
	24
Army ROTC Program	21
*Enrichment Courses	<u>12</u>
	33
Electives	<u>10</u>
	To Total 128

*To be selected from not more than two related disciplines subject to approval by the PMS.

MUSIC

PROFESSOR: DR. YODER

**ASSOCIATE PROFESSORS: DR. ELMORE, MRS. HORTON, MR. STONE,
DR. SCARBOROUGH, MR. MONTGOMERY, DR. PIPER**

INSTRUCTORS: MR. HOLLINGSWORTH

Admission into the Department of Music requires an audition and placement tests in Music Theory and, for the non-keyboard major, in piano.

A second instrument will be studied until a proficiency examination is passed. Participation in Choir, Chorale or Band required each semester. The candidate for graduation must have an overall "C" average on all work attempted and a grade of "C" or better on each course required for the major.

Bachelor of Music (Comprehensive Without Certification) requirements include Music 101, 102, 132, 133, 201, 202, 221, 222, 302, 331, 332, 401 and 432. Half recital required. Half recital the junior year and a full recital the junior year earns 1 hour of credit. Total number of hours 128.

Bachelor of Music (Piano Pedagogy) requirements include Music 101, 102, 132, 133, 201, 202, 221, 222, 324, 325, 331, 332, 333, 334, 425, 426, 432, 433, 434, 435, 436 and 4 hours of music electives. Half recital the senior year. Total number of hours 130.

Bachelor of Music (Music Education, Vocal-Keyboards) requirements include Music 101, 102, 132, 133, 201, 202, 221, 222, 263, 264, 265, 331, 332, 421, 422, 432 and 453. To meet certification requirements, the following Education courses must be completed: 221, 222, 341, 431, 440 or 441, 452, 453, 454 and 457. Half recital the senior year. Total number of hours 134.

Bachelor of Music (Music Education, Instrumental) requirements include Music 101, 102, 132, 133, 201, 202, 221, 265, 331, 332, 363, 364, 401, 423, 424 and 453. To meet certification requirements, the following Education courses must be completed: 221, 222, 341, 431, 440 or 441, 452, 453, 454 and 457. Half recital the senior year. Total number of hours 134.

Bachelor of Music (Church Music) is in the process of being formulated.

PREREQUISITES: Music 101 and 102 are prerequisites to all credit music offerings except the following: Music 131, 132, 133, 211 and 321, Music Ensembles and Applied Music. Music 201 and 202 are prerequisites to the following courses: Music 302, 331, 332, 401, 402, and 431. Music 221, 363, and 364 are prerequisites to Music 423. Any exceptions must be made with the consent of the instructor and the chairman of the department. Course requirements outside the major area are listed under General Requirements for degrees with the exception of general psychology which is required to all music majors.

CONCENTRATION IN MUSIC: A concentration in music is offered to education majors in the grades 4-9 certification area. Required courses in this field are totaling 18 semester hours. These are Music 131, 101 and 421 plus 4 hours of applied music and an additional 4 hours in choir, band, music elective or applied music.

CHURCH MINISTRIES: See Religion for Religion requirements. Concentration in Music includes 101, 102, 221, 222, 331, 332, 8 hours of major instrument and 6 hours of choir of minor instrument.

101. Introduction to Theory (4).

The basic rudiments of music, including scales, intervals, chords, sight-singing, melodic and harmonic dictation and keyboard harmony.

102. Elementary Tonality (4).

Music 101 continued.

131. Music Appreciation (3).

An introduction to music through an understanding of the principles of form and the elements of music. Various styles and types of vocal and instrumental works are studied. (Not offered to music majors.)

132-133. Music Literature (1,1).

A study of basic vocabulary, forms, periods and styles of music. An introductory course for freshmen and sophomore music majors.

161-162. Class Piano—Elementary (1,1).

Class instruction in piano, elementary level.

163-164. Class Voice, (1,1).

Class instruction in voice. Designed for keyboard and instrumental majors.

201-202. Advanced Tonality (4,4).

A continuation of Music 102 including seventh chords, altered chords, modulation and chromatic harmony. Included is study of some of the formal structures used in the common practice period. Sight-singing, dictation and keyboard harmony continued.

211. Hymnology (2).

The historical and systematic study of poetic hymns and metrical tunes including the contributions of various ethnic groups to the body of Christian hymnology.

221. Conducting (2).

A study of basic conducting techniques.

222. Choral Conducting and Materials (2).

A study of choral rehearsal techniques, literature and materials that are appropriate for use with junior and senior high school choral groups and church choirs. Prerequisite: Music 221.

261-262. Class Piano—Intermediate (1,1).

Class instruction in piano, intermediate level.

263. Woodwind Methods (2).

Study and practical application of the techniques of teaching and playing flute, oboe, clarinet, saxophone, and bassoon. Designed for vocal-keyboard majors to meet the instrumental requirements for teacher certification.

264. Brass and Percussion Methods (2).

Study and practical application of the techniques of teaching and playing trumpet, horn, trombone, baritone, tuba, and percussion instruments. Designed for vocal-keyboard majors to meet the instrumental requirements for teacher certification.

265. String Methods (2).

Study and practical application of the technique of teaching and playing violin, viola, cello, and double bass. Designed for music education majors.

302. Tonal Counterpoint (3).

A study of eighteenth century contrapuntal technique with emphasis on the style of Bach.

321. Music for the Classroom Teacher (3).

The methods and materials used by the classroom teacher in presenting music in the elementary grades, including a review of the basic rudiments of music and introduction to Orff procedures. (Not offered to music majors.)

324. Elementary Piano Pedagogy (3).

A study of the methods and materials for studying piano on the elementary level, including observation of private and class piano.

325. Advanced Piano Pedagogy (3).

A study of the methods and materials for studying piano on the intermediate and advanced levels, including observation of private and class piano.

331. Music History to 1750 (3).

A chronological study of the development of western music from its origins through the Baroque Period, with an emphasis on the growth of musical concepts. Includes the study of composition techniques, styles and the analysis of musical forms.

332. Music History 1750-1900 (3).

Consideration of literature, forms and tonal concepts which emerge. Score analysis.

333. Clavier Literature 1550-1750 (2).

A study of major works composed for the harpsichord and clavichord during the Renaissance and Baroque eras.

334. Piano Literature 1750-1900 (2).

A study of major piano works during the Classical and Romantic eras.

363. Woodwind Techniques (3).

Study and practical application of the techniques of playing flute, oboe, clarinet, saxophone, and bassoon. Designed for music majors who are preparing to teach these instruments in the public schools.

364. Brass and Percussion Techniques (3).

Study and practical application of the techniques of playing trumpet, horn, trombone, baritone, tuba, and percussion instruments. Designed for music majors who are preparing to teach these instruments in the public schools.

401. Orchestration (3).

The study, techniques and history of arranging for orchestra, band and heterogeneous groups.

402. Forms and Analysis (3).

A study of small and large forms from choral, piano, and symphonic literature.

421. Music Methods in the Elementary School (3).

A course dealing with techniques of teaching, using music materials appropriate to the elementary grades; teaching songs, creativity rhythmic studies, the child's voice, music theory in the grades, directed listening, supervision of

musical activities in the classroom, and performance on simple instruments, such as recorder, autoharp, and the Orff instrumentarium. Laboratory experience in the schools constitutes part of the program and suitable song materials. Laboratory experience required.

423. Wind and Percussion Pedagogy (3).

A study and practical application of the techniques of teaching band instruments in the public schools. Includes marching band techniques, band instrument repair techniques, and criteria for selection of music teaching materials.

424. Band and Orchestra Administration (2).

The organization and maintenance of an instrumental music program in the public schools. Designed for students who are preparing to enter student teaching.

425-426. Supervised Teaching of Piano (3,3).

Experience with teaching piano at various levels, under the guidance and observation of the instructor.

431. Choral Literature (3).

A study of choral compositions from Palestrina to the present with special attention devoted to the larger forms.

432. 20th Century Music Literature and Theory (3).

A study of music literature of the twentieth century; trends, "isms," from the Post Romantic to the present. Analyzation of the composition techniques of selected composers.

433. 20th Century Piano Literature (2).

A study of major works composed for piano during the 20th Century.

434. Piano Literature (Chamber Music) (2).

A study of major works composed for piano combined with other instruments in Chamber Ensemble.

435-436. Piano Ensemble (1,1).

A study and performance of literature for piano ensemble at one, two or more pianos.

453. Music Methods and Materials (1½).

Correlated with Education 453. Designed for music education students in the "block". Includes discussion of procedures and problems particularly applicable to music education, as well as discussion of problems of student teaching. Advanced conducting included for the instrumental major.

461. Recital (1).

Senior year, 50 minutes of music with program notes. Pre-requisite: Junior recital with 25 minutes of music.

ENSEMBLES

141, 241, 341, 441. Campbell University Choir (1).

Open to all students by consent of the director, based on competitive tryouts. Concerts on campus and out of town including an extended Spring Tour. Performance of secular and sacred choral music.

142, 242, 342, 442. Campbell Singers (1).

Open to all students by consent of the director. Emphasis on Renaissance, Baroque and Contemporary music.

143, 243, 343, 443. Campbell Chorale (1).

Open to all students and faculty with consent of the director. Performance of secular and sacred music.

151, 251, 351, 451. Concert Band (1).

Open to all students and faculty with the consent of the director. Concerts on campus and out of town.

152, 252, 352, 452. Woodwind Ensemble (1).

Open to all students and faculty with consent of the director.

154, 254, 354, 454. Jazz Ensemble (1).

Open to all students and faculty with the consent of the director.

155, 255, 355, 455. Brass Percussion Ensemble (1).

Open to all students and faculty with consent of the director.

APPLIED MUSIC

Private instruction is offered on the instruments listed below. One-half hour of instruction per week earns one semester hour of credit; one hour of instruction per week earns two semester hours of credit. Non-music students may receive credit on the same basis as Music Majors by permission of the Chairman of the Department.

071, 171, 271, 371, 471. Piano

072, 172, 272, 372, 472. Organ

073, 173, 273, 373, 473. Voice

074, 174, 274, 374, 474. Flute

075, 175, 275, 375, 475. Oboe

076, 176, 276, 376, 476. Bassoon

077, 177, 277, 377, 477. Clarinet

078, 178, 278, 378, 478. Saxophone

079, 179, 279, 379, 479. Percussion

081, 181, 281, 381, 481. Trumpet

082, 182, 282, 382, 482. French Horn

083, 183, 283, 383, 483. Trombone

084, 184, 284, 384, 484. **Baritone**
 085, 185, 285, 385, 485. **Tuba**
 086, 186, 286, 386, 486. **Violin**
 087, 187, 287, 387, 487. **Viola**
 088, 188, 288, 388, 488. **Violoncello**
 089, 189, 289, 389, 489. **Double Bass**

NATURAL SCIENCE AND PHYSICS

PROFESSOR: DR. HOVIS

ASSOCIATE PROFESSOR: DR. NELSON

ASSISTANT PROFESSOR: DR. BOWDEN

INSTRUCTOR:

This department encompasses the Natural Science Curriculum, the Medical Technology Program, the Pre-Health Programs, Science Education, Allied Health Science, and course offerings in Physics.

Requirements for a major in Natural Sciences: A candidate for a Bachelor's Degree in Natural Sciences must satisfactorily complete introductory level courses in three areas of natural science. If Physics is chosen, the 221-222, or 251-252 series is defined as the introductory level for this purpose. Four additional courses beyond the introductory level in one of the sciences are required plus calculus and 12-20 semester hours in related sciences or mathematics. The program is intentionally made flexible to accommodate students preparing for multidisciplinary graduate study, teaching science or a career in a health profession. The area of concentration can be in Biology, Chemistry, Geology or Physics with sufficient supporting courses from the other sciences and mathematics to meet the requirements for a degree.

A full major in Physics is not offered, but students desiring study in Physics should consider a degree in Natural Sciences with a concentration in Physics. For this degree, the student should elect Chemistry as one of the two remaining sciences and should complete three semesters of Calculus. Chemistry 334 may be substituted for one of the upper division physics courses.

Requirements for Teacher Certification: Science Education Majors—Those students who seek certification in an area of science to teach in secondary schools should major in Science Education. This major requires that a student complete 24 semester hours in one science as an area of concentration. The student should also complete 8 semester hours in each of three other sciences and six to 8 semester hours in mathematics. Students who wish to be certified in Physics must complete Math 222 as a part of the math requirement.

All students seeking secondary science certification must complete at least one semester of Natural Science 300.

PROGRAM LEADING TO THE BACHELOR'S DEGREE WITH A MAJOR IN NATURAL SCIENCES.

General Degree Requirements:

	<i>Semester Hrs.</i>
English	12
History and Social Science	12
Foreign Language	6
Religion	6
Mathematics	6
Fine Arts	3
Health	2
Physical Education	<u>2</u>
	49

Major Course Requirements

Introductory Year in three areas of Natural Science	24
Four Courses beyond the introduction level (accepted for major credit) from one of the Natural Sciences	12-20
Calculus	4-12
Four courses from related sciences or Mathematics	12-20
Electives	<u>3-27</u>
Total major requirements	79
Overall total	128

PHYSICS AND MATHEMATICS: A study may opt for an interdisciplinary major in Physics and Mathematics. The major requirements are met by completing at least 18 hours of course work above the 200 level in each area.

Mathematics 222, 223, and 224, and Physics 251 and 252 are required. Students planning to teach in either of these fields at the secondary level or students planning graduate study in applied mathematics or theoretical physics are encouraged to investigate this program by contacting either the Department of Mathematics or the Department of Natural Sciences and Physics.

Pre-Health Professions: A program for pre-medical, pre-dental and other preparatory health careers can be readily arranged through a curriculum in Natural Sciences. The program in Natural Sciences is sufficiently flexible to allow these students to meet most of the prescribed and recommended courses and, at the same time, complete requirements for a Bachelor's degree in Natural Sciences. The area of concentration would normally be either Biology, Chemistry, or Physics with supporting courses in the other two areas.

Students desiring a major in a paramedical field which is not given at Campbell can generally fulfill the requirements of the first two years of their work at Campbell. The Department of Natural Sciences will assist in arranging courses to meet individual requirements.

Pre-medical candidates should complete the introductory level courses in Biology, Chemistry, and Physics and should complete Chemistry 227 and 228.

A semester of Quantitative Analysis and Physical Chemistry are strongly recommended. Additional courses from Biology recommended for the Pre-med or Pre-dental candidate include Developmental Anatomy, Physiology, and Genetics. At least one semester of Calculus is most desirable. These students should also select courses from the following for a broad based cultural development in the liberal arts: literature, language, social sciences, psychology, philosophy, religion and others.

Recommended Curriculum for B.S. Degree in the Natural Sciences for the Pre-Health Professions.

FIRST YEAR

First Semester

English 111	3
History 111	3
Foreign Language 111	3
*Mathematics 112	3
Chemistry 111	4
Physical Education	1
	<hr/>
	17

Second Semester

English 112	3
History 112	3
Foreign Language 112	3
Mathematics 222	4
Chemistry 113	4
Physical Education	1
	<hr/>
	18

SECOND YEAR

First Semester

**English	3
Mathematics 223	4
Biology 111	4
Chemistry 227	4
Health 111	2
	<hr/>
	17

Second Semester

English	3
Biology	4
Chemistry 228	4
Art 131 or Music 131	3
Religion	3
	<hr/>
	17

THIRD YEAR

First Semester

Social Science	3
Chemistry 215	4
Physics 221 or 251	4
Biology 238	4
	<hr/> 15

Second Semester

Social Science	3
Chemistry 334	4
Physics 251 or 252	4
Biology	4
Religion	3
	<hr/> 18

FOURTH YEAR

First Semester

Biology	4
Science or Math Electives	6-8
Psychology 222	3
	<hr/> 13-15

Second Semester

Science or Math Electives	6-8
Humanities Electives	3-8
	<hr/> 9-14

*Mathematics 112 is not required if student is sufficiently strong to go directly into Calculus.

MEDICAL TECHNOLOGY

A candidate for the degree in Medical Technology must satisfactorily complete the three-year program prescribed below and an additional year at either Cape Fear Valley Hospital in Fayetteville, Rex Hospital in Raleigh, or Division of Applied Health Professions, Bowman Gray School of Medicine in Winston-Salem.

Upon successful completion of the four year program, the candidate is awarded the degree from Campbell University. Certification follows after satisfactory completion of an examination administered by the Registry of Medical technologists. Students should be aware of the limited number of spaces available in the clinical portion of training for Medical Technology candidates. Above average grades in the sciences have become a prerequisite for gaining admission to the Schools of Medical Technology.

BACHELOR OF SCIENCE (Medical Technology)

FIRST YEAR

First Semester

English 111	3
Mathematics 111 or 112	3
Chemistry 111	4
Biology 111	4
Foreign Language 111	3
Physical Education	<u>1</u>
	18

Second Semester

English	3
Mathematics 112 or 160	3
Chemistry 113	4
Biology 221	4
Foreign Language	3
Physical Education	<u>1</u>
	18

SECOND YEAR

First Semester

English 221	3
Religion 101	3
History 101	3
Biology	4
Chemistry 227	<u>4</u>
	17

Second Semester

English 222, 223, 224	3
Religion 202	3
History 112	3
Biology 334	4
Chemistry 228	<u>4</u>
	17

THIRD YEAR

First Semester

Physics 221	4
Psychology 222	3
Social Science	3
Chemistry 215	4
Health 111	<u>2</u>
	16

Second Semester

Physics 222	4
Music 131 or Art 131	3
Social Science	3
Electives	6
	<hr/> 16

The fourth year is twelve months clinical work at Cape Fear Valley Hospital, Rex Hospital or Baptist Hospital.

Electives in the third year could be chosen from science courses in either Biology or Chemistry, or from courses in the Humanities. It is recommended that the student choose the major portion of the electives in the field of the Humanities.

ALLIED HEALTH SCIENCE

A degree is offered in Allied Health Science in which holders of Associate of Arts in various health fields from technical institutes and hospitals are given an opportunity for further study in the arts and sciences. Completion of this program leads to a Bachelor of Health Science Degree. Requirements for completion of the program depend upon the specific area in which the certificate is held. Normally two years of study at Campbell are necessary. In certain instances, it may be advisable to complete the Campbell requirements before entering the technical institute.

PHYSICS

111. Introductory Physics (4).

Applications of the basic principles of physics to observed phenomena. A minimum of mathematics is used in developing concepts. The study includes laboratory and an introduction to astronomy. Intended for non-science majors.

112. Environmental Physics (4).

A study of contemporary problems from the standpoint of the physical sciences. Concepts of physics are used to describe basic problems in radioactivity, thermal, and noise pollution, energy requirements, transportation needs, and the information explosion.

221-222. General Physics (4,4).

Classical mechanics, heat, sound and electricity with an introduction to modern physics. Laboratory work is coordinated with lectures. Intended for

science majors and others interested in the quantitative investigation of natural phenomena. Prerequisite: Mathematics 112 or permission of the instructor.

251-252. Fundamentals of Physics (4,4).

The basic concepts of classical physics are presented through a study of particle mechanics, interactions, fields, and wave mechanics. Modern theories are introduced. The approach requires liberal use of differential and integral calculus in conceptual development and problem solving. Prerequisite: Math 222. Corequisite: Math 223, or permission of the instructor.

231. Descriptive Astronomy (4).

A brief course in principles, theories, and techniques of astronomy. The laboratory consists of a basic study of light, using the telescope, and field trips to the local planetarium and other astronomical installations. Prerequisite: Mathematics 112.

333. Thermal Physics (4).

Lectures and laboratory on the law of thermodynamics, heat flow, reversibility, entropy and cyclic processes. An introduction to statistical mechanics is included. Prerequisites: Physics 221 or 251, Mathematics 222; offered fall every other year.

341-342. Physics of Fluids (3,3).

A study of statics and dynamics of fluids with special treatment of generalized equations of flow, viscous fluids, compressible fluids, dimensional analysis, fluid measurement, and applications. The course includes an introduction to experimental techniques and use of the computer in fluid mechanics. Corequisite: Mathematics 223.

442. Optics (light) (4).

A study to provide the student with a basic understanding of the principles of geometric and physical optics. Receiving emphasis will be optical instruments and the practical aspects of light. Prerequisites: Physics 222, or 252, Mathematics 222.

444. Modern Physics (4).

A course designed to introduce the basic concepts of wave and particle theory, atomic structure, quantum theory, properties of matter and nuclear physics. Equal emphasis is placed on the experimental and theoretical bases of underlying principles. Prerequisites: Physics 222 or 252, Mathematics 222; offered in spring only.

451, 452. Research (2-4).

In-depth experimental investigation of a problem in Physics. Results of the investigation are presented in a comprehensive report and sometimes as a seminar.

NATURAL SCIENCE

N.S. 111-112. Physical Science (4,4).

A survey course designed for the non-science major. The course consists of demonstrated lectures and coordinated laboratory experiences.

N.S. 113 Principles of Physics and Astronomy for Elementary Education Majors (3).

Through the use of the astronomy laboratory, the student is exposed to a unique, first-hand experience in observational astronomy. The course also consists of demonstrated lectures and coordinated laboratory assignments in physics.

N.S. 114. Earth Science for Elementary Education Majors (3).

The course is centered around a conceptual approach to the study of Chemistry and Geology. The course is highlighted by a student centered "open-lab" format in Chemistry and Geology.

N.S. 115. Basic Ecology for Elementary Education Majors (3).

A student-centered, out-of-doors approach to the study of basic ecology. Highlights of the course include two weekend field trips: one to the coast and one a camp-out at one of the N.C. state parks. Emphasis on our "environmental crisis" is made through the course.

N.S. 200. Research in Science Education for Elementary Education Majors (1-4).

This seminar type course enables the student to select a problem relevant to science education and participate in original research. The student is required to write, present and orally defend his research paper.

N.S. 211. Applied Photography (3).

A course designed to meet the needs of students requiring knowledge of the technical background and fundamental techniques of photography for application in their chosen field of study. Two lecture hours and two hours of laboratory per week.

N.S. 213. Seminar in History of Science (2-3).

A study of the history of science from the ancient Greeks to the present.

N.S. 221. Special Studies in Ecology for the Elementary Education Major (2-6).

Prerequisite: N.S. 115 or Bio 327, and permission of the instructor. This course is designed to involve the student in field studies revolving around ecological concepts. The course will involve extensive out-of-doors living as well as travel, on foot and otherwise, to various biomes or ecosystems of interest. Special topics and areas for study will be chosen each semester. The course will be offered in summer sessions and during specific times in the fall and spring semesters.

N.S. 231. Investigations in Life Science for the Elementary Ed. Major (4).

A survey course designed to acquaint the 4-9 science concentration student with basic concepts dealing with plant and animal phyla. Brief investigations

extend to other kingdoms in the five kingdom scheme. Coordinated laboratory experiences and techniques for use in the classroom setting are incorporated into the course.

N.S. 300. Seminar on Science Ed. (2).

This seminar type course is designed for the student who is seeking Intermediate and Secondary science certification. The student will investigate trends, resources, and concepts that are involved in the teaching of science on the secondary level. (Required for Secondary Science Certification).

PHYSICAL EDUCATION AND HEALTH

PROFESSOR: DR. LARCHE

ASSOCIATE PROFESSORS: MR. CARR, MS. CLARY, DR. TOLSMA, MR. ROBERTS

ASSISTANT PROFESSORS: MRS. LLOYD, MR. W. G. SMITH, MR. P. J. SMITH

INSTRUCTORS: MRS. TART, MR. MORSE

Philosophy of The Department:

Students are our reason for existence. We are strongly committed to the professional principle of physical education and support varsity, intramural and club sports. We encourage our students to realistically evaluate where they are and where they would like to be. Once our students have faced reality and evaluated their status, they must be actively involved in shaping their own goals. It is our responsibility to see that the goals are realistic so that together we may ensure success potential.

Physical education is an excellent arena for the development of all pedagogical objectives. Psychomotor development is naturally intrinsic to the field. With proper emphasis on group activity, we can encourage healthy supportive interaction. By nurturing ego involvement and positive reinforcement, we can contribute to the development of affective skills. Finally by treating the discipline as the academic area it is, we can encourage and direct critical, analytical and creative thinking. The understandings gained from this approach will greatly aid the development of cognitive skills.

The following opportunities are available to men and women in the Physical Education Department:

I. Major Program in Physical Education and Health. (B.S. Degree)

A. Teaching Certificate (K-12) in Physical Education.

B. Academic Requirements—All general University requirements plus:

1. 42 semester hours of Physical Education and Health (Health 111 and required P.E. not necessary for P.E. majors)

2. Biology 111 and Biology 221
3. A second teaching field of approved work of approximately 21 hours.
4. Speech 113.
5. Completion of teacher certification requirements.

THE CRITERIA FOR ADMISSION TO STUDENT TEACHING INCLUDE THE FOLLOWING:

1. A minimum grade point average of 2.25 in overall scholastic work; a minimum of 2.00 in the major field, and a C or better in all professional education courses. These averages must be met by the beginning of the semester the student plans to student teach.
2. Approval of the major department and the Department of Education.
3. No Probation-academic or otherwise.

Suggested Physical Education Major Curriculum

FRESHMAN YEAR

Fall Semester

	<i>Hrs.</i>
English 111	3
*Language 101 or 111	3
Biology 111	4
Physical Education 100	3
History 111	3
P.E. Activity	1
CEP	<u>1/2</u>
	17 1/2

Spring Semester

	<i>Hrs.</i>
English 112	3
*Language 102 or 112	3
Music 131, Art 114, Drama 131	3
**Math Elective	3
History 112	3
P.E. 125 Officiating	1
P.E. Activity	1
CEP	<u>1/2</u>
	17 1/2

SOPHOMORE YEAR

Fall Semester

	<i>Hrs.</i>
English 221 or 222	3
**Math Elective	3
Psychology 222	3
Health 211.....	3
Social Science Elective	3
P.E. 126 Officiating/Rules	1
P.E. Activity.....	1
CEP.....	<u>1½</u>
	17½

Spring Semester

	<i>Hrs.</i>
English 223 or 224	3
Biology 221	4
Religion 101	3
Education 221.....	3
Social Science Elective	3
P.E. Activity.....	1
CEP.....	<u>1½</u>
	17½

JUNIOR YEAR

Fall Semester

	<i>Hrs.</i>
Religion Elective	3
Health 337.....	2
Physical Education 332.....	3
Education 341.....	3
Physical Education 341-348	1
P.E. Activity.....	1-2
***Related Field Elective	3-4
CEP.....	<u>1½</u>
	16½-18½

Spring Semester

	<i>Hrs.</i>
Religion Elective	3
Health 325.....	3
Physical Education 335.....	2
Physical Education 331	3
Physical Education 341-348	1
P.E. Elective	1-2
***Related Field Elective	3-4
*P.E. 225	1
CEP.....	<u>1½</u>
	17½-18½

SENIOR YEAR

Fall Semester

	<i>Hrs.</i>
Education 440 or 441	3
Health 425	4
****Physical Education 340	3
Speech 113	2
P.E. Elective	1-3
P.E. 225 II	<u>1</u>
	14-15

Spring Semester

	<i>Hrs.</i>
Education 431	3
Education 452	3
Education 453	1½
Education 457 or 458	6
Education 454	<u>1</u>
	14½

*See "General Requirements for Degrees" in the catalogue to determine the language requirement for the appropriate degree.

**Math 111, 112, 140, or 160 six hours required

***Related Area-Minimum of 21 Hours (Suggested courses in science-related area: Biology 200, 211, 224, 238; Physics 111; Geology 111, 115; Chemistry 111.)

****Must have Physical Education 340 before student teaching.

II. Major Program in Physical Education and Health. (B.S. Degree)

A. Non-Teaching Degree (No Teacher Certification)

B. Academic Requirements-All general college requirements plus:

1. 39 semester hours of Physical Education and Health (Health 111 and required P.E. not necessary for P.E. majors.)
2. Biology 111 and Biology 221
3. Education 221
4. General Psychology 222
5. No related field
6. Required P.E. courses for non-certification:

5 hour electives

P.E. 100	3 hrs.
125-126	2 hrs.
P.E. 101-121	6 hrs.
P.E. 331-322	3 hrs.
P.E. 335	2 hrs.
P.E. 336	3 hrs.
P.E. 337	2 hrs.

3 hour electives

P.E. 462	3 hrs.
HLth 211	3 hrs.
HLth 325	3 hrs.
*HLth 425	4 hrs.

*Anatomy and Physiology (Biology 221 Prerequisite)

III. Related Field in Physical Education and Health

A. Teaching Certification (In conjunction with major field)

B. Twenty-Two semester hours of Physical Education and Health

PE 100-Introduction to Physical Education and Health

or

PE 331—Organization and Administration of
Physical Education

3 sem. hrs.

PE 332—Measurement and Evaluation in
Physical Education & Health

3 sem. hrs.

PE 340—Teaching of Physical Education and
Health

3 sem. Hrs.

PE 101-121 (Professional Preparation Activity Courses)
Any courses

4 sem. hrs.

Health 337-Care and Prevention of Injuries

2 sem. hrs.

*Health 425-Exercise Physiology

4 sem. hrs.

PE 325 Adaptive

2 sem. hrs.

PE 225 Practicum

1 sem hr.

22 sem. hrs.

*Anatomy (Biology 221 prerequisite)

IV. Related Field in Athletic Coaching

A. Teaching Certification (in conjunction with major field.)

B. Nineteen semester hours of Physical Education and Health.

C. Biology 111 and Biology 221

1. PE 101-121 — Activities 3 sem. hrs.

2. PE 225 — Practicum 1 sem. hr.

3. PE 331 — Org. and Ad. 3 sem. hrs.

4. PE 341-348 — Th. of Coach. 6 sem. hrs.

5. Health 337 — Care and Prev. of Ath. Inj. 2 sem. hrs.

6. Health 425 — *Exercise Phys. 4 sem. hrs.

19 sem. hrs.

*Anatomy (Biology 221) prerequisite

111. Health for the College Student (2).

To promote a better understanding of pertinent health needs of both the individual and the community. Emphasis is placed on contemporary health problems of the college students.

211. Personal and Community Health (3).

A study of vital phenomena and their application to the human organism. Emphasis includes fundamental biological facts of human anatomy and physiology, personal and community health, education for family living, health hazards and mental health. This course is designed for Physical Education majors only.

325. Kinesiology (3).

The scientific study of the mechanics of motion as it applies to human movement. Newton's laws of motion are studied and related to the motion of the human body in the performance of athletic skills. Math 111 is recommended for those planning to take this course. Prerequisite: Biology 111, Biology 221.

333. Elementary School Health (2).

An investigation of the principles, practices and procedures of teaching health in the elementary school with emphasis upon improving the health of the child through healthful school living, health services, and health instruction. For Elementary Education majors only.

337. Care and Prevention of Injuries (2).

Instruction includes discussion and practical application of the accepted principles of first aid and the theory and practice of athletic training and conditioning. Emphasis is placed upon safety and preventive measures with prompt treatment of athletic injuries.

425. Exercise Physiology (4).

The study of the physiological responses and adaptations of the body to the stresses of exercise and training.

444. First Aid for Elementary Teachers (2).

A study and application of the basic principles of first aid in relation to elementary school classroom and playground situations. For Elementary Education majors only.

PHYSICAL EDUCATION

100. Introduction to Physical Education and Health (3).

A study of the history, principles, and philosophy of physical education; the biological and sociological foundations and their implications for today's society; the application of sound principles in programming to allow the student to make a sound entry into the teacher education program. Knowledge of health as it relates to the physical needs and contributions to the individual's total health status and health values to be derived from participation will be strongly stressed.

125. Sports Officiating

Students will be given the opportunity to get a first hand experience in officiating various team and individual sports. Each will assist in the officiating of intramural sports, and receive many other opportunities to learn the rules and techniques of conducting game situations in the role of sports officiating.

225. Practicum in Physical Education and Health I, III (1,1,1)

Students are provided observation, participation, and limited teaching experiences in concentrated periods of time in both elementary and secondary schools. Care is taken by the college instructor to carefully supervise and analyze each student. Emphasis is placed on understanding the relationship which exists between theory and practice. This is a sophomore or junior level course designed to help the students evaluate their decision to become a physical education instructor.

231. Organization and Administration of Physical Education (3).

An orientation to policies, standards, procedures, and problems pertaining to organizing and administering physical education programs with special emphasis in the areas of administrative duties of teachers and directors, curriculum development, intramural programs, and the duties of the coach and athletic director.

332. Measurement and Evaluation (3).

An introduction to elementary statistical procedures as they relate to constructing, administering, scoring and grading tests and measures in physical education. Practical application of tests of knowledge, physical fitness, general motor ability, sports skills, and other areas will be stressed.

334. Physical Education in the Elementary School (2).

An investigation of the principles, practices and procedures of teaching physical education in the elementary school with emphasis on curriculum development and methods and materials involved in teaching. For Elementary Education majors only.

335. Adaptive Physical Education (2).

This course is designed to teach the modification of physical education activities for those individuals with disabilities who may not safely or successfully engage in unrestricted participation in vigorous activities. Social and psychological problems involved in mainstreaming will also be discussed rather thoroughly. The main objective is for individuals with handicapping conditions to be integrated into regular physical education and recreation programs with a high degree of success and acceptance.

336. Movement Experience for Children (3).

This course is designed to view the overall development of a child in grades K-6 with an emphasis on planning movement experiences based on the uniqueness of each individual. Students are provided with both observation and teaching experiences in an elementary school.

340. Teaching of Physical Education and Health (3).

The course is designed to cover the needs of students (7-12) in physical education and health education. Units of work on various levels are planned, yearly programs are developed, and activities applicable to all age levels are taught and analyzed.

341-348. Theory of Coaching (1).

Methods and materials of seasonal planning, training, officiating, and game strategy in each sport.

PE 341—Baseball

PE 342—Basketball

PE 343—Football

PE 344—Soccer

PE 345—Softball

PE 346—Track

PE 347—Volleyball

PE 348—Wrestling

462. Recreational Leadership (3).

A study of the needs and values of a recreational program, the principles to be followed, and the materials and methods to be used. Designed for personal enrichment and recreational leadership skills. This course may count as either Religious Education or Physical Education, but not both. (Block schedule, first half of the spring semester.)

PHYSICAL EDUCATION ACTIVITY COURSES FOR MAJORS

101-121. The following are laboratory courses for physical education majors with emphasis on the development of skills and understanding of rules as they apply to each sport. Teaching progressions will be integrated into the acquisition of skills by the instructors. Classes meet three hours per week for half a semester. Each course carries ½ semester hour credit.

PE 101—Golf

PE 102—Soccer

PE 103—Badminton

PE 104—Fundamentals of Conditioning

PE 105—Volleyball

PE 106—Tennis

PE 107—Baseball

PE 108—Football

PE 109—Basketball

PE 110—Wrestling

PE 111—Softball

PE 112—Archery

- PE 113—Modern Dance
- PE 114—Ballroom Dance
- PE 115—Square Dance
- PE 116—Tumbling
- PE 117—Gymnastics
- PE 118—Track
- **PE 119—Swimming
- PE 120—Educational Games—Sports
- PE 121—Ballet

****Physical Education majors must pass a beginner level swimming proficiency test to take PE 119 swimming class.**

Placement in a beginner swimming class is a prerequisite for those majors who cannot pass the proficiency test. However, special consideration will be given those few individuals who, after completing the swimming course, still are unable to swim proficiently, and a committee will be appointed to determine whether or not the individuals should pass.

FRESHMAN REQUIRED ACTIVITY COURSES

111-112. Two semester hours of Physical Education are required of all students. Instruction is offered in history, care of equipment and facilities, fundamental skills, and elementary or advanced strategy in each activity. The department recommends a balanced selection of team and individual activities. The following classes will serve to fulfill the requirement as well as provide elective credit. Two additional semester hours may be used as elective hours toward graduation. Any combination of 2 courses carries 1 semester hour credit.

- Beginning Aerobics
- Advanced Aerobics
- Beginning Archery
- Beginning Badminton
- Intermediate Badminton
- Beginning Basketball
- Beginning Modern Dance
- Beginning Social Dance
- Intermediate Modern Dance
- Intermediate Social Dance
- Beginning Ballet
- Intermediate Ballet
- Dance for the athlete
- Square Dance
- Beginning Golf
- Intermediate Golf
- Beginning Gymnastics

- Intermediate Gymnastics
- Intermediate Marksmanship
- Mountaineering
- Beginning Orienteering
- Beginning Marksmanship
- Intermediate Orienteering
- Beginning Rappelling
- Intermediate Rappelling
- Beginning Self Defense
- Intermediate Self Defense
- Beginning Skiing
- Intermediate Skiing
- Beginning Soccer
- Beginning Softball
- Survival
- Beginning Swimming
- Intermediate Swimming
- Advanced Swimming
- Advanced Senior Life Saving w/certification
- **Water Safety Instructor
- Water Polo
- Beginning Tennis
- Intermediate Tennis
- Beginning Track and Field
- Beginning Volleyball
- Beginning Weight Training and Conditioning
- Intermediate Weight Training and Conditioning
- Advanced Weight Training and Conditioning
- Beginning Wrestling
- **Individual Physical Education
- ***Current Advanced Senior Lifesaving certificate

Explanation of Swimming Courses

- I. Beginner Courses Entrance Requirements
 - A. There are no swimming skill requirements for entrance into the course.
 - B. The course is designed for the nonswimmer or students who cannot successfully complete the intermediate level skills explained below.
- II. Intermediate Course Entrance Requirements
 - A. A student demonstrates ability to swim 25 yards on his back.
 - B. Student swims 25 yards using the crawl stroke.
 - C. Student dives from the deck and swims 15 feet underwater.

III. Advanced Course Entrance Requirements

- A. The student swims 50 yards continuously, using a coordinated stroke on the back.
- B. The student swims 100 yards continuously, using a fully coordinated sidestroke, breaststroke, or crawl stroke.
- C. The student performs survival floating for 5 minutes.

IV. Advanced Senior Life Saving

- A. The student must be able to swim 500 yards continuously.

****INDIVIDUAL PHYSICAL EDUCATION**

Students with physical limitations or handicaps are assigned to classes in which they may participate according to their capacities. The department strives to work with students and physicians in order to offer satisfying experiences through physical activities. Course offerings are based upon the recommendations of physicians in relation to the student needs.

UNIFORMS FOR ACTIVITY CLASSES

All students in required physical education classes must wear an all-white T-shirt or blouse with short sleeves, gym shorts (any color), and gym shoes (except during outside activities on cold days when long slacks and long sleeves would be necessary.) NO CUT-OFFS WILL BE ALLOWED. Physical Education major students must wear the uniforms designated for the professional preparation program.

RELIGION AND PHILOSOPHY

PROFESSORS: DR. WALLACE, DR. KEYSER, DR. LANGSTON

ASSOCIATE PROFESSOR: DR. MARTIN, DR. COGDILL

ASSISTANT PROFESSORS: DR. PENNY

PART-TIME VISITING PROFESSOR: DR. FISHER

Objectives of the Religion and Philosophy Department

1. To offer required courses in the basic curriculum designed to acquaint students with their Judeo-Christian and Western Philosophical heritage.
2. To offer advanced elective courses in Religion, Church Ministries, and Philosophy for those students who desire to explore, beyond an introductory level, specific subjects due to personal interests.
3. To offer concentrations in Religion, Church Ministries, and Philosophy for those students who have more intense personal and academic interests in such areas of study.

4. To offer majors in Religion, Church Ministries, and Religion and Philosophy as vocational and pre-vocational preparation for those students entering a religious or church-related vocation.

Scholarship Requirements

All students receiving scholarships from the University because of their church-related vocation commitment are required to take an average of one religion course each semester while enrolled at Campbell University.

English Requirements

Any departmental major may be required to take an English proficiency test. If the student requires additional English studies, placement will be made by the English Department.

Departmental Courses Required for Graduation

All degree candidates must take Religion 101, Introduction to the Bible, first; after which all students will select according to their own personal interest any 200 or 300 level course offered in the Religion Division.

Departmental Requirements for Majors

1. Religion: Thirty-six (36) semester hours in addition to the General College requirements are required for graduation. The following 200 level religion courses must be completed: Religion 202, 212, 222 and 224.

Advanced Religion courses (300 and above) that must be completed are as follows: Biblical Studies, 3 semester hours; Historical Studies, 3 semester hours; Theological/Ethical Studies, 3 semester hours; Religion and Society, 3 semester hours; Senior Seminar, 3 semester hours; Religion Elective, 3 semester hours; Religion/Religious Education, 6 semester hours. Total advanced courses, 24 semester hours.

2. Religion and Philosophy: Students must complete eighteen (18) semester hours of Religion which must include Religion 101 and nine (9) semester hours of advanced religion courses numbered 300 and above. An additional eighteen (18) semester hours must be completed in philosophy.
3. Church Ministries: The B.S. degree is awarded students majoring in Church Ministries. In addition to the general and departmental requirements, a church ministries core curriculum of eighteen (18) semester hours must be completed. The core curriculum includes the following courses: Religion 202, 212, 222 or 224, 226, 261, 302 or 313.

Students majoring in church ministries must select one of the following areas of concentration and complete up to thirty (30) hours of interdisciplinary studies (Religion, Sociology, Psychology, Physical Education, Drama, Music, and Education) in the area chosen: Pastoral Ministry, Youth Ministry, Education Ministry, Music Ministry, and Missions Ministry.

Concentrations

A concentration is offered in Religion, Church Ministries, and Philosophy. Students must complete eighteen (18) semester hours with nine (9) semester hours numbered 300 and above.

RELIGION COURSES

101. Introduction to the Bible (3).

A basic Bible course with special emphasis on the birth and development of the Israelite nation, the life and times of Jesus, and the emergence and expansion of the early church. The course, or equivalent, is a prerequisite to all other religion courses. Every semester.

202. Old Testament Thought (3).

An historical and systematic study of major Old Testament concepts. Every semester by demand.

212. New Testament Thought (3).

A study of the key New Testament concepts which shaped the faith of the Christian Church. Every semester by demand.

222. Basic Christian Thought (3).

A systematic study of fundamental beliefs within the Christian faith. Concepts discussed include: God, revelation, Christ, evil, history, Holy Spirit, and eschatology.

224. Basic Christian Ethics (3).

A systematic study of the ethical implications of faith for the Christian life. In addition, particular moral issues are discussed such as war, ecology, race relations, and others.

302. Prophetic Literature of the Old Testament (3).

A study of the times, activities, and messages of selected prophets.

304. Poetic and Wisdom Literature (3).

A study of Old Testament poetic and wisdom literature and its unique contribution to ancient Near Eastern literature.

313. The Teachings of Jesus (3).

A study of the message of Jesus recorded in the Synoptic Gospels with special attention to the proclamation of the Kingdom of God and its ethical demands.

314. Paul (3).

A study of Paul's personality, life and thought. Acts, Paul's epistles, and secondary sources, both ancient and modern, will be used as sources.

317. The Gospel of John (3)

An exposition of the Fourth Gospel with special attention to its historical setting and its contemporary application.

321. Contemporary Theology (3).

A study of major 19th and 20th century theologians since Schleiermacher. Theological views discussed include: speculative idealism, liberalism, neo-orthodoxy, existentialism, death of God theology, and others.

324. Ancient and Medieval Philosophy and Theology (3).

An historical survey of philosophy and theology, beginning with the ancient Greek background and extending through the Middle Ages. Treatment will be given to Plato, Aristotle, the apostolic fathers, the apologists, Tertullian, St. Augustine, St. Thomas Aquinas and others.

325. Modern Philosophy and Theology (3).

An historical survey of philosophy and theology from the time of the Reformation into the contemporary period. Attention is given to Luther, Calvin, the pietists, the rationalists, the empiricists, Kant, Hegel and others.

331. General Church History (3).

A historical study of the major movements and thoughts in the church.

333. History of Christian Worship (3).

A study of the emergence of Christian worship in its Biblical setting and its development in history with special emphasis on Western Christianity.

334. American Christianity (3).

Study of the history, ideas, and influence of Christianity in America.

335. Baptist History (3).

A study of Baptists, including their origins, history, principles, and practices.

340. Religion and The Family (3).

A study of the religious dimensions of the institution of the family in cultural and historical settings.

344. Sociology of Religion (3).

Investigation of the Socio-cultural structure of American Christianity. Close examination of the meaning and belonging functions of religion will be explored.

351. History of Religion (3).

A study of the major religions of the world, with special emphasis upon religions of India and the Far East—Hinduism, Buddhism, Confucianism, Taoism, and Shintoism. Attention is also given to Judaism and Islam.

402. Religion Seminar (3).

Selected topics in Biblical Studies, Church History, Theology and Christianity and Culture.

502. Research (3).

Guided research in Biblical Studies, Church History, Theology and Christianity and Culture.

CHURCH MINISTRIES COURSES

226. Introduction to Church Ministries (3).

A study of how Baptists carry out their mission through the church. Attention is given to the development of Protestantism and its central beliefs, to the location of Southern Baptists within Protestantism, and to the contemporary ministries of Southern Baptist in the world.

227. Pastoral Ministry (3).

An introduction to the principles and practices of the pastoral ministry.

228. Missions Ministry (2).

A study of the history and practice of Christian missions with special emphasis on contemporary philosophies and practices of missions.

261. Principles of Administration (3).

A management approach to the administrative task. Designed to give leaders an introduction to those principles which should be employed in guiding and directing the work of others.

262. Educational Organization (3).

A study of organizations and methods used in promoting a well-rounded program of religious education through the church.

269. Christianity and the Family (2)

An examination of the theological, psychosexual, and ethical issues arising from a study of sex, love and marriage. The practical aspects of these crucial areas of man's life and the context of American culture are the focus of this course.

360. Preparation and Delivery of Sermons (3).

A study of the preparation and delivery of sermons.

361. Psychology of Religion (3).

A study of the psychological aspect of religious experience. The course is designed to give the student a degree of psychological insight into his own religious experience and the basis for a program of Christian counseling.

362. Youth Ministry (3).

A study of the social and spiritual development of young people. Attention is directed toward equipping the youth minister with cognitive skills, resources, and techniques for ministry with young people through the church. Topics include: identity-formation, youth's major concerns, counseling with youth, and others.

363. Teaching of Religion (3).

A course which combines theory and application in the discovery of the best principles, materials, and methods of Bible teaching.

364. Youth Programs (3).

A companion course to 362 designed to provide the youth minister with programs that can be used in ministering to youth. Attention is given to the proper procedures for planning, presenting, and evaluating a comprehensive youth program in the local church.

457. Experiential Learning (1-6)

The student will make a proposal in terms of specific projects to be completed largely off-campus under the direction of a faculty advisor.

PHILOSOPHY COURSES**121. Introduction to Philosophy (3).**

An examination of basic philosophical issues which arise in the field of ethics, political philosophy, theory of knowledge, philosophy of religion, metaphysics and aesthetics.

221. Logic (3).

A study of proper procedures in reasoning. Attention is given to informal fallacies, Aristotelian logic, modern symbolic logic and the scientific method. The techniques and principles of reasoning are applied to actual cases.

231. Ancient and Medieval Philosophy (3).

A survey of the development of philosophical thought from its inception in ancient Greece to the Renaissance. Extended treatment will be given to the pre-Socratics, Plato, Aristotle, St. Augustine, and St. Thomas Aquinas.

232. Modern and Contemporary Philosophy (3).

A study of the history of philosophy from Descartes to the present. Special attention is given to the rationalists, empiricists, Kant, Hegel, Marx, existentialism and linguistic analysis.

323. Philosophy of Religion (3).

An examination of divergent viewpoints on basic issues in philosophy of religion. Such issues as the following are treated: the relation between faith and reason, God's existence, the problem of evil, man's nature and destiny, the function of religious language and others.

324. Ancient and Medieval Philosophy and Theology (3).

An historical survey of philosophy and theology, beginning with the ancient Greek background and extending through the Middle Ages. Treatment will be given to Plato, Aristotle, the apostolic fathers, the apologists, Tertullian, St. Augustine, St. Thomas Aquinas and others.

325. Modern Philosophy and Theology (3).

An historical survey of philosophy and theology from the time of the Reformation into the contemporary period. Attention is given to Luther, Calvin, the pietists, the rationalists, the empiricists, Kant, Hegel and others.

476. Divine Law, Human Law (2).

The relations between ontology, morals and law. Historical and systematic treatment covering the Old Testament law and its precursors, the rabbinical elaboration, New Testament law, the ecclesiastical canons and natural law and other philosophical ontologies.

SOCIAL SCIENCES

PROFESSORS: DR. GASS, DR. McQUADE, DR. STUMPF, DR. MOORE, DR. WALLACE

ASSOCIATE PROFESSOR: DR. D. FUNDERBURK

ASSISTANT PROFESSORS: MR. EASLEY, MR. REINHARDT, MISS SHERWOOD, MR. TUCK

PART-TIME ASSISTANT PROFESSOR: DR. HUGGINS

PART-TIME INSTRUCTOR: ARTHUR R. ECHERD, JR.

Requirements for the major in Social Sciences: The candidate for the Bachelor of Arts or the Bachelor of Science degree with a major in the social sciences must complete at least 42 hours in the social sciences, including History 111-112. The candidate must concentrate in one field of the social sciences by completing with a grade of "C" or better in each course 24 semester hours in one of the following fields: economics, geography, sociology, government, or history. In addition, the candidate must complete, with a grade of "C" or better in each course, six hours each in three fields, other than the field of concentration to be chosen from: economics, geography, sociology, government, or history. The candidate for a major in social sciences who also desires N.C. certification as a secondary school teacher must complete, with a grade of "C" or better in each course, at least 24 semester hours in history and six semester hours in each of the following fields: economic, geography, government and sociology.

Requirements for the Major in History: The candidate for the Bachelor of Arts or the Bachelor of Science with a major in history must complete at least 30 hours of history with a grade of "C" or better in each course, including at least six semester hours of Junior-Senior courses in European history and at least six semester hours of Junior-Senior courses in United States history. The candidate must complete History 111-112 and History 221-222. In addition, the candidate must complete, with a grade of "C" or better in each course, the following related courses: Government 229; Economics (or economic history), 6 hours; and either Geography 113 or Sociology 225. The candidate for a major in history who also desires North Carolina certification as a secondary school teacher must complete, with a grade of "C" or better in each course, at least 6 hours in each of the following fields: economics, geography, government, and sociology.

Requirements for the Major in Sociology: The candidate for the Bachelor of Arts or Bachelor of Science degree with a major in sociology must complete, with a grade of "C," or better in each course, at least 30 semester hours in sociology, which must include Sociology 225 (Principles), 347 (Social Theory), 350 (Sociological Research) and either 358 (Historical Sociology—American) or 404 (Historical Sociology—European). In addition the candidate must complete, with a grade of "C" or better in each course, the following related courses: Government 229, History 221, 222, and Psychology 222. There is no provision for teacher certification in sociology.

Requirements for a Major in Social Services. The candidate for the Bachelor of Arts or Bachelor of Science degree with a major in Social Services must complete with a grade of "C" or better in each course 51-57 semester hours after meeting the requirements of the General Curriculum. The candidate must take Psychology 222, 232, 260, or Sociology 343; Government 230 or 337; History 221 and 222; Sociology 226, 340, and 342 and 361. A candidate will also complete an internship for 6 semester hours. In addition a candidate will develop a specialization in a designated area, e.g., mental health, public health, child care, social services administration, etc.

High-School Teacher Certification in the Social Studies: The student majoring in either history or the social sciences who desires certification for the teaching of the social studies in the secondary schools of North Carolina should consult both the Department of Social Sciences and the Department of Education.

ECONOMICS

For the description of courses in economics, see the Economics and Business Administration and Business Education section of this catalogue. History 330 and History 331 may be counted as either history or economics, but not as both.

Pre-Law Curriculum in Social Sciences:

FRESHMAN YEAR

First Semester

	<i>Hrs.</i>
English 111	3
History 111	3
Mathematics	3
Language	3
Natural Science	4
Physical Education	1
	<hr/> 17

Second Semester

	<i>Hrs.</i>
English 112	3
History 112	3
Mathematics	3
Language	3
Natural Science	4
Physical Education	1
	<hr/> 17

SOPHOMORE YEAR

First Semester	<i>Hrs.</i>
Religion 101	3
History 221	3
English	3
Language	3
Speech 113	2
Health 111.....	<u>2</u>
	16

Second Semester	<i>Hrs.</i>
Religion.....	3
History 222	3
English	3
Language	3
Art 131 or Music 131.....	<u>3</u>
	15

JUNIOR YEAR

First Semester	<i>Hrs.</i>
Economics 223	3
Philosophy 121.....	3
English	3
Accounting 213	3
History 343	<u>3</u>
	15

Second Semester	<i>Hrs.</i>
Sociology 226	3
Philosophy 221.....	3
Government 229	3
Accounting 214	3
History 344	<u>3</u>
	15

SENIOR YEAR

Senior year: Government (junior-senior level), 3 hours; History, 3 hours; English, 6 hours; Sociology, 6 hours; Data Processing 225; 6 additional courses in any of the following: Sociology, History, Government, English, Economics, or Philosophy; sufficient electives to produce a minimum total of 128 hours for graduation. The candidates for graduation must have an over-all “C” average on all work attempted as well as a grade of “C” or better on each course offered for the major.

HISTORY

111-112. Western Civilization (3,3).

A survey of Western Civilization to the present; gives attention to the origins of civilization and to relations between the West and non-Western areas of the world. (Every semester.)

221-222. American History (3,3).

A survey of United States history from the discovery of the New World to the present. (Every semester.)

311. Greek Civilization (3).

(Greek 311) A survey of the history of the ancient Greek culture. (Offered by the Department of Foreign Languages.)

312. Roman Civilization (3).

(Greek 312) A survey of the history of the ancient Latin civilization. (Offered by the Department of Foreign Languages.)

330, 331. American Economic History (3,3).

The evolution of the American economy is traced and analyzed in terms of developments in agriculture, commerce, transportation, finance, industry, etc., and of the economic principles involved. (330, every Fall; 331, every Spring.)

332. North Carolina (3).

A survey of the State's history. (Every semester.)

333, 334. The Far East (3,3).

The history of the Far East is traced from ancient times to the present, including the Chinese Communist Revolution. (333, every Fall; 334, every Spring.)

336. The United States in Recent World Affairs (3).

Relations of the United States with foreign nations, with special emphasis on the causes and consequences of wars, disarmament, the peace movements, the Monroe Doctrine, and efforts at international cooperation.

338. American Military History (3).

A survey is made of American military history with emphasis on the geographical, political, sociological, economic, and tactical considerations affecting each major war in American history. Successful leadership and management techniques used in past conflicts are examined for possible modern application.

339. Studies in Revolutions (3).

Comparative studies of several aspects of selected revolutions in the modern world. (Every Spring.)

342. Medieval Europe (3).

The political, economic, ecclesiastical, and cultural history of Europe is surveyed from the fall of Rome to early modern times. (Fall, even numbered years.)

343-344. England (3,3).

The political, economic, ecclesiastical, and intellectual history of the English is traced from earliest times to the present. (343, every Fall; 344, every Spring.)

350. Renaissance and Reformation (3).

The meaning of these great historical movements is examined in terms of the decline of the characteristic features of medieval civilization and the rise of modern European institutions. (Fall, even numbered years.)

351. Europe in the Age of the French Revolution (3).

A study of the French Revolution, its causes, and short-run and long-run results. (Spring of even-numbered years.)

352. Europe in the Modern World (3).

The principal European states are studied in terms of their internal development and international relations.

353, 354. Recent History of the United States (3,3).

Significant developments in the history of the United States since 1890 are studied in detail, with emphasis upon their political, constitutional, diplomatic, and economic aspects. The first semester's work covers the period to the New Deal.

355, 356. Russia and the U.S.S.R. (3,3).

Russian history is traced in terms of its principal events and developments from its beginning to the present.

357, 358. Social and Intellectual History of the United States (3,3).

The interaction of ideas and social practices is analyzed through the examination of thought and institutions in such fields as science, law, technology, religion, economics, philosophy, and education.

359, 360. American Colonial History and the American Revolution (3,3).

The development of American nationhood and institutions is traced from the founding of the English colonies to the inauguration of Thomas Jefferson.

403, 404. Social and Economic History of Europe (3,3).

Traces and analyzes the main currents of the social and intellectual development of European civilization.

406. Life and Thought in the Old South (3).

Social, intellectual, and economic history of the American South, 1790 to 1860.

444. Ancient and Medieval Political Thought (3).

A survey of the political thinkers who provided the ideas which became the basis for the western political tradition. The historical period from 500 B.C. to 1500 A.D. will be covered and will include such thinkers as Plato, Aristotle, St. Augustine, St. Thomas Aquinas, and Machiavelli.

445. Modern European Political Thought (3).

(Government 445). The main currents of European political thought are analyzed in terms of their historical setting and philosophical background.

446. American Political Thought (3).

(Government 446). The main currents of American political thought, from colonial beginnings to 1900, are analyzed in terms of their historical setting and philosophical background.

447. Contemporary American Political Thought (3).

(Government 447). The main currents of American political thought since 1900 are analyzed in terms of their historical setting and philosophical background. Attention is given to the pragmatists, to Henry and Brooks Adams, Reinhold Niebuhr, Eric Hoffer, William F. Buckley, Jacques Maritain, and to black thinkers. Consideration is also given to non-American influences upon American political thought since 1900.

448. Twentieth Century American Foreign Policy (3).

(Government 448). An examination of the formation and execution of American foreign policy since 1900. (Offered by the Department of Government)

449, 450. The Development of the American Constitution (3,3).

(Government 449, 450). Gives an account of the living constitution by tracing practices, customs, traditions, and fundamental legal ideas in their historic setting as they make up the body of the American constitution today. (Offered by the Department of Government.)

451. Introduction to Legal Concepts (3).

Traces the historical development of modern concepts of law, truth, and justice.

452. Legal History (3).

Examines the historical background and development of American law.

GOVERNMENT

For descriptions of courses in government, see the Government section.

SOCIOLOGY

Prerequisites: See individual course descriptions below for prerequisites to specific courses.

225. Principles of Sociology (3).

In this introduction to the principles of sociology, an attempt is made to provide an understanding of culture, collective behavior, community life, and social change. Open to Freshman. (Every Spring.)

226. Social Problems (3).

The nature and extent of social problems in contemporary life are examined in terms of causes and constructive methods of treatment and prevention. (Every Spring.)

232. Social Psychology (3).

(Psychology 332). The forms of interaction of personalities which characterize sociology are studied in terms of their effect upon the institutions and functions of society. (Offered by the Department of Education and Psychology.)

334. American Society (3).

An examination of the contemporary American society employing concepts of authority, community, status, sacred and alienation.

340. The Family (3).

Among the topics discussed are the development of the family as a social institution, the contemporary family in various cultures, and the relationship of the family to the other institutions of American society.

341. Social Change (3).

Social change is studied in terms of its causes and its effects upon such factors as social stratification, status systems, and communications.

342. The Community (3).

Dealing with the community in both its rural and its urban form, this course considers the rural-urban differentials, the changing pattern of community life, neighborhoods, natural areas, and rural and urban problems.

343. Personality in Culture (3).

Investigates the relationships between the interlocking systems of personality and culture, i.e., how cultural traditions through the process of socialization pattern personality, cognition, perception, states of consciousness, and mental illness syndromes, and how personalities may in turn change these cultural traditions.

344. Sociology of Religion (3).

A study of the role of religion and religious institutions in society.

345. Anthropology (3).

Scientific evidence concerning the development of homo sapiens is presented. What leading thinkers are saying about man's place in the universe is surveyed.

346. Criminology (3).

A study is made of the crime problem in the United States; emphasis is given to the reduction of crime and the rehabilitation of convicts.

347. Introduction to Social Theory (3).

A critical study of sociological theories of recent writers with a view to laying the foundations for a constructive theory of modern life. Prerequisite: 9 hours of sociology.

350. Social Research Techniques (3).

It is the purpose of this course to introduce the student to methods of research used by investigators of social data. Prerequisite: 12 hours of sociology; open to majors only.

353. Social Structure (3).

Undertakes to provide a frame of reference for the ordering and analysis of sociological facts.

358. Historical Sociology-American (3).

(History 358). Considers the influence of Social Darwinism upon American social thought and the Development of sociology as a recognized discipline and profession in the United States.

359. Juvenile Delinquency (3).

Delinquency as a form of socially deviant behavior; definition of, extent of, limitations of statistics, theories of causation, the delinquent subculture; prevention and treatment.

361. Introduction to Social Work (3).

Surveys the purposes, problems, methods, and institutions of social work.

404. Historical Sociology-European (3).

(History 404). Traces and analyzes the main currents of the development of social thought in modern Europe.

SPEECH AND DRAMATICS

ASSOCIATE PROFESSOR: MR. LINNEY

ASSISTANT PROFESSOR: MR. REYNOLDS

A concentration in the Dramatic Arts requires a minimum of 17 hours. Required courses include Voice and Diction (113), Introduction to Theatre (131), Acting (226), Directing (227) Stagecraft (228), and Theatre Techniques (230). An additional three hours will be chosen from the following: Play Writing (229), Shakespeare Survey (332), Shakespeare's Comedies and Histories (332A), Shakespeare's Tragedies and Dramatic Romances (332B), English Drama (338), Modern Drama (451). All students must also direct at least one one-act play for performance.

113. Voice and Diction (2).

A basic speech production course designed for the development of a more pleasing and efficient voice. Special attention is given to individual vocal problems.

114. Oral Interpretation (2).

Designed to follow Speech 113. Techniques and preactice in the oral presentation of prepared works, original or from literature. Emphasis is on gaining the dramatic value from such works, as well as on improving vocal techniques.

117. Corrective Speech (1).

Designed specifically for students afflicted with speech disorders (one to three hours in one semester or extended over several semesters according to

need): group meetings of the class, supplemented by Clinical periods devoted to individual diagnosis and treatment.

131. Introduction to Theatre (3).

A broad survey of theatre from the classical Greek literature to modern times.

226. Acting (3).

An introductory course in acting.

227. Directing (3).

An introductory course in directing.

228. Stagecraft (3).

A class that gives the student practical experience in staging the productions of the Campbell Players.

229. Play Writing (3).

An introductory course in play writing.

230. Theatre Techniques (3).

A. Stage Makeup — Emphasizes design principles and application of stage makeup. B. Scenery & Lighting Design — Emphasizes principles of scenery and lighting design and their application with class projects.

5. Directory





TRUSTEES

Terms Expiring 1981

Mrs. Austin Ayscue	Henderson, North Carolina
Mr. Robert A. Harris	Eden, North Carolina
Mr. D. Earl Pardue	Burlington, North Carolina
Dr. Tom L. Rich	Fairmont, North Carolina
Mr. J. Leon Rumley	Winston-Salem, North Carolina
Mr. Dan E. Stewart	Raleigh, North Carolina
Mrs. Fred L. Taylor	Vass, North Carolina

Terms Expiring 1982

The Honorable Gerald Arnold	Raleigh, North Carolina
Dr. James H. Bearden	Greenville, North Carolina
Rev. William T. Mills	Hickory, North Carolina
Mr. Milford Quinn	Warsaw, North Carolina
Mr. Donald Sneed	Wilmington, North Carolina
Mr. Robert C. Soles	Tabor City, North Carolina
Mrs. Martha Sue Todd	Windsor, North Carolina

Terms Expiring 1983

Mr. Jack Barnes	Fayetteville, North Carolina
Dr. Ramsey Cammack	Burlington, North Carolina
Mr. Marion L. Eakes	Greensboro, North Carolina
Dr. Thomas Fleming	Tarboro, North Carolina
Dr. Tom Freeman	Dunn, North Carolina
Mr. Carroll Leggett	Washington, D.C.
Mr. Clyde J. Rhyne	Sanford, North Carolina
Mr. T. Lamar Simmons	Lillington, North Carolina
Mr. Edgar A. Thomas	Lexington, North Carolina

Terms Expiring 1984

Mr. Raymond A. Bryan, Jr.	Goldsboro, North Carolina
Mr. James F. Bullock	Raleigh, North Carolina
Mr. Robert B. Hall	Mocksville, North Carolina
Mr. Blanton A. Hartness	Henderson, North Carolina
Mr. Robin Whitley Hood	Benson, North Carolina
Dr. Fred R. Keith	St. Pauls, North Carolina
Dr. Billy T. Mobley	Hickory, North Carolina
Mr. A. Lee Royal	Charlotte, North Carolina
Mr. Alfred Stancil	Rocky Mount, North Carolina

ADMINISTRATION AND STAFF, FALL 1981

Norman A. Wiggins	President
A.R. Burkot	Vice-President and Provost Emeritus
Fred McCall	Vice-President of Administration
Lonnie D. Small	Vice-President for Business and Treasurer
A.R. Burkot	(Acting) Dean of the University and Director of Graduate Studies
David McGirt	Registrar
Allen J. Carter	Director of Admissions and Veterans Affairs
Robert L. King	Director of Guidance and Career Counseling
David E. Buckingham	Dean of Men
Mrs. Sue Burgess	Dean of Women
Mr. Mark R. Van Sciver	Director of Public Information Director of Alumni Affairs
Frank Upchurch	Director of Advancement
Robert L. Clegg	Director of Religious Activities
James D. Sistrunk	Director of Library Services
Wendell Carr	Director of Athletics
Graham Evans	Director of Health Services
Kenneth Barbour	Director of Food Services
I. B. Laughrun	Director of Student Financial Aid
Robert Lane	Laundry Manager
Jim Kinard	Director of Physical Plant
Mrs. Phyllis Stephenson	Acting Director of Housing
Mrs. Eunice Stewart	Superintendent of House Keeping
Herbert H. Ennis	Director of Security and Traffic
Charles B. Howard	Director of Church Relations
Everett Williams	Director Off-Campus Studies, Fort Bragg
David B. Funderburk	Coordinator of SDIP

Associates

Horace Barefoot	Director of Estate Planning
David R. Cooke	Director of Computer Services
William D. Carson	Assistant Treasurer
Alton W. Hardison, Jr.	Associate Registrar
Mrs. A. B. Johnson	Assistant Registrar
Todd Scarborough	Director of Service Enterprises
Mrs. Helen Sistrunk	Assistant to the Director of Library Services
Mrs. Karen Dickerson	Assistant Librarian
Miss Elizabeth Guynn	Assistant Librarian
Mrs. Hargrove B. Davis	Head Nurse
C. A. Upchurch	Manager of College Store
Mrs. Ruth Dixon	Associate Director of Food Services
Mrs. Billie Sawyer	Associate Director of Food Services
Mrs. Ava Upchurch	Associate Director of Food Services
Mike King	Director of Sports Information
Dan Ensley	Manager of Radio Station

Bobby Wicker	Assistant Director of Admissions
Audrey Wicker	Assistant to the Director of Admissions
Richard Dantzler	Assistant to the Director of Admissions
Winslow Carter	Assistant to the Director of Admissions
Charlie Williams	Assistant to the Director of Admissions
Mrs. Bettie Carroll	Residence Hall Counselor
Mrs. Josephine Gilliland	Residence Hall Counselor
Mr. and Mrs. Allen Schuyler	Residence Hall Counselors
Mr. Gary Clemmons	Residence Hall Counselor
Mr. Steve Medlin	Residence Hall Counselor
Mr. and Mrs. E. J. Wilder	Residence Hall Counselors
Mr. and Mrs. Karl Knight	Residence Hall Counselors
Mr. and Mrs. Fred Wagner	Residence Hall Counselors
Mr. and Mrs. Rick Harper	Residence Hall Counselors
Mr. and Mrs. Ricky Downing	Residence Hall Counselors
Mr. and Mrs. David Southern	Residence Hall Counselors
Mr. Jeff Keeter	Residence Hall Counselor
Mr. and Mrs. Jerry Redfern	Residence Hall Counselors
Mr. and Mrs. Dana Hall	Residence Hall Counselors
Mr. and Mrs. Michael Paul	Residence Hall Counselors

SECRETARIES AND OTHER OFFICE ASSISTANTS

President's Office: Mrs. M. B. Matthews, Jr., Mrs. Glenda Ennis

Dean's Office: Mrs. Donald Keyser

Office of Admissions: Mrs. Pandora Collins, Mrs. David Hicks, Mrs. John Ryals, Mrs. O. B. Wallace

Registrar's Office: Mrs. Brenda Hobson

Business Office: Mrs. Marjorie Davis, Mrs. Kathi Ennis, Mrs. Judy Folwell, Mrs. Carolyn Jernigan, Ms. Carolyn Lewis, Mrs. Jackie Matthews, Mrs. Diane Pace, Miss Ramona Tew, Miss Lana Wagstaff, Mrs. Hazel Weaver, Mrs. Jean Whitmore, Mrs. Margie Whittington, Mrs. Rhonda Williams, Miss Kathy Parker, Ms. Gloria Alford, Mrs. Elsa Sears, Mrs. Frances Winfrey, Mrs. Lynne Ledgerwood, Mrs. Denise Cox, Ms. Carol Brown

Institutional Advancement Offices: Mrs. Hazel Byrd, Mrs. E. H. Lasater, Jr., Mrs. Donna McLamb, Mrs. Flora Rogers, Mrs. Milton J. Stephens, Mrs. Betty Sullivan

Institutional Research: Mrs. Sharon Ennis

Library: Mrs. Eva Barefoot, Mrs. Connie Bennett, Mrs. Greg Bruhn, Mrs. Susan Carvalho, Mrs. Rosalie Ferrell, Mrs. Connie Glass, Mrs. Sophia Gregory, Mrs. Paula Hinton, Mrs. Pam Jernigan, Mrs. Anne Kinard, Mrs. Christine Matthews, Miss Tracey Reardon, Mrs. Eula Upchurch, Mrs. Teresa McLeod

Student Personnel Offices: Mrs. Delores McLamb, Mrs. Penny Paul

Marshbanks Dining Hall: Mrs. Deloris Davis

Plant Maintenance: Miss Jean Gainey, Mrs. Carlton Haskins

Financial Aid Office: Mrs. Teresa Veal, Mrs. Gene Stewart, Mrs. Sue Williams

FACULTY

Norman Adrian Wiggins, President—B.A., Wake Forest University; LL.B., *ibid.*; LL.M., Columbia University School of Law; J.S.D., *ibid.*; Associate Trust Officer, Planters National Bank and Trust Company, Rocky Mount, N.C., 1952-1955; Assistant Professor of Law, Wake Forest University, 1956-1957; Associate Professor of Law, *ibid.*, 1957-1962; Professor of Law, *ibid.*, 1962-1967; General Counsel, *ibid.*, 1964-1967; President, Campbell University, 1967-

Alexander Roman Burkot, Provost Emeritus; Acting Dean of the University and Director of Graduate Studies, Professor of Modern Languages — B.A., Dickinson; M.A., University of North Carolina at Chapel Hill; Graduate Student, University of Berlin; HH.D., Elon College, 1967; Head of Modern Languages, Campbell College, 1935-1961; Dean of Men, *ibid.*, 1936-1947; Dean, *ibid.*, 1944-1973; Vice President, 1968-; Provost, 1973-1979; Campbell University, 1935-

Leslie Bryant Ledgerwood, *Dean of the University; Director of Graduate Studies — B.A., Baylor University; B.D., Southern Baptist Theological Seminary; M.Ed., University of Oklahoma; Ph.D., University of Oklahoma; Campbell University, 1973-1980.

Robert L. Agnew, Assistant Professor of Biology — B.A., North Texas State University; M.A., *ibid.*; Graduate Student, Florida State University; Ph.D., North Texas State University; Campbell University, 1980-

Merle Elizabeth Alvey, Part-time Instructor in English — B.A., Sam Houston State Teachers College; M.A., The University of Mississippi; Campbell University; 1979-

Harold C. Bain, Associate Professor of Mathematics — B.A., Atlantic Christian College; M.A., George Peabody College; Graduate Student, North Carolina State University at Raleigh; Campbell University, 1957-

L. Stanford Beard, Professor of Biology — B.S., Furman University; M.A., University of North Carolina at Chapel Hill; Ph.D., *ibid.*; Campbell University, 1961-

Christine Hudson Beasley, Associate Professor of Business Education — B.S., East Carolina University; M.A., *ibid.*; Campbell University, 1969-

*Deceased November 20, 1980

- Sue Teachey Bowden**, Assistant Professor of Natural Sciences — B.A., Meredith College; M.A.T., University of North Carolina at Chapel Hill; Ph.D., *ibid.*; Campbell University, 1977-
- Eric Brodin**, Burrows T. Lundy Professor of the Philosophy of Business — B.A., San Francisco State College; M.A., University of California; Ph.D. (Doctore es Sciences Politique), University de Geneve, Switzerland; Campbell University, 1980-
- Carolyn E. Bunting**, Associate Professor of Education — B.A., University of North Carolina at Greensboro; M.Ed., Duke University; D.Ed., *ibid.*; Campbell University, 1977-
- Gaston Evon Calvert**, Associate Professor of Education — B.S., Jacksonville State University; M.A., University of Alabama; Ed.D., *Ibid.*; Campbell University, 1970-
- Wendell L. Carr**, Associate Professor of Health and Physical Education — B.S., Wake Forest University; M.A., East Carolina University; Graduate Student, Indiana University; Campbell University, 1974-
- Vincent H. Chase**, Instructor in Economics—B.S., Fayetteville State University; M.B.A., Campbell University; Campbell University, Spring 1981-
- Doris Mary Christian**, Professor of English — B.A., (with honors), St. Hugh's College, University of Oxford; B. Litt., *ibid.*; M.A., *ibid.*; Campbell University, 1962-
- Betty Jo Clary**, Associate Professor of Physical Education — B.S., Western Carolina University; M.Ed., University of North Carolina at Greensboro; Campbell University, 1976-
- Sarah V. Clere**, Instructor in English — B.A., University of North Carolina at Chapel Hill; M.A., University of Virginia; Graduate Student, University of North Carolina at Chapel Hill; Campbell University, 1980-
- Larue Coats**, Part-time Instructor in English — B.A., Campbell University; M.Ed., *ibid.*; Campbell University, Fall 1980.
- Michael Glenn Cogdill**, Associate Professor of Religion — B.A., Mars Hill College; M.Div., Southeastern Baptist Theological Seminary; D. Min., *ibid.*; Campbell University, 1978-
- Dava C. Coleman**, Part-time Laboratory Instructor in Chemistry—B.S., Campbell University; M.Ed., *ibid.*; Campbell University, 1980-1981
- Sharon A. Collins**, Part-time Instructor in English—B.S., East Carolina University; M.A., *ibid.*; Campbell University, 1980-
- Raymond L. Conley**, Part-time Instructor in English—B.A., Park College; M.A., Northwestern University; Campbell University, 1977-
- David R. Cooke**, Part-time Instructor in Data Processing — B.A., Tufts University; M.C.S., Rollins College; Campbell University, Spring 1980-

- Betty M. Davenport**, Assistant Professor of Education — B.A., University of Massachusetts; M.A.T., *ibid.*; M.Ed., University of North Carolina at Chapel Hill; Ph.D., *ibid.*; Campbell University, Spring 1981-
- Guenther Dietz**, Assistant Professor of Physical Education — B.S., Tennessee Technological University; M.A. *ibid.*; Campbell University, 1979-1981.
- Cronje B. Earp**, Visiting Professor of Classical Languages — A.B., Wake Forest University; M.A., Columbia University; Ph.D., *ibid.*; Campbell University, 1971-1980.
- Leflett Teed Easley, Jr.**, Assistant Professor of Social Sciences — B.A., Newberry College; M.Ed., University of North Carolina at Chapel Hill; Graduate Student, *ibid.*; Campbell University 1959-
- Arthur R. Echerd, Jr.**, Part-time Instructor in History — B.A., University of North Carolina at Chapel Hill; M.A., *ibid.*; Candidate Ph.D., *ibid.*; Campbell University, 1980-
- Clyde C. Edgerton**, Associate Professor of Education — A.B., University of North Carolina at Chapel Hill; M.A.T., *ibid.*; Ph.D., *ibid.*; Campbell University, 1977-
- Cenieth Catherine Elmore**, Associate Professor of Music — B.M., University of North Carolina at Greensboro; M.M., University of North Carolina at Chapel Hill; M.A., *ibid.*; Ph.D., *ibid.*; Campbell University, 1963-
- Steven Howard Everhart**, Instructor in Biology — B.S., University of North Carolina at Wilmington; M.S., North Carolina State University at Raleigh; Graduate Student, Cornell University; Campbell University, 1980-
- David Harold Fairris**, Part-time Instructor in Business — B.A., Washington University; M.A., Duke University; Campbell University, 1979-
- Ben C. Fisher**, Part-time Visiting Professor in Religion—A.B., Wake Forest; M.Div., Andover-Newton Theological School; LL.D., Campbell University; D.D., Wake Forest University; D.Lit., Mercer University; D.Lit., Grand Canyon College; Campbell University, Spring 1980.
- T. Harold Folwell**, Associate Professor of Business Administration — B.A., Guilford College; M.A., Duke University; Campbell University, 1963-
- John Albert Freeman**, Part-time Professor of Psychology — B.A., Ouachita College; Th.M., Southern Baptist Theological Seminary; M.A., Oklahoma State University; Ed.D., *ibid.*; Campbell University, 1965-
- Robert L. Freeman**, Part-time Instructor in Business — B.S., Virginia Polytechnical Institute and State University; M.Acct., *ibid.*; Campbell University, 1979-
- David B. Funderburk**, Associate Professor of History (SDIP Coordinator, Fall 1979) — B.A., Wake Forest University; M.A., *ibid.*; Ph.D., University of South Carolina; Campbell University, 1978-

- Harold Williams Funderburk, Jr.**, Associate Professor of English — A.B., Davidson College; Ph.D., University of South Carolina; Campbell University; 1978-
- Charles Martin Garren**, Assistant Professor of Education — B.A., Duke University; M.A., University of North Carolina at Chapel Hill; Campbell University, 1978-
- W. Conard Gass**, Professor of Social Sciences — A.B., Carson-Newman College; Th.B., Southern Baptist Theological Seminary; A.M., University of Louisville; Ed.D., Duke University; Campbell University, 1954-
- Robert M. Gaylor**, Instructor in Geology — A.B., University of North Carolina at Chapel Hill; M.S., North Carolina State University at Raleigh; Campbell University, Spring, 1979-1980.
- Douglas Paul Gordin**, Instructor in Health and Physical Education — B.A., Ohio Wesleyan University; M.A., University of Alabama; Campbell University, 1980-
- Virginia B. Graham**, Part-time Professor of English — B.A., University of Cincinnati; M.A., *ibid.*; Ph.D., *ibid.*; Campbell University, (Full-time 1959-1980) 1980-
- Marie Whitford Gray**, Associate Professor of Education — B.S., East Carolina University; M.A., *ibid.*; Graduate Student, University of North Carolina at Chapel Hill; Campbell University, 1964-
- Betsy L. Hamlet**, Director of Basic Study Skills and Instructor in Basic English — B.A., University of Montevallo; M.A., University of Arkansas; Campbell University, Spring 1980-
- Bruce W. Harvey**, Instructor in Geology — B.S., North Carolina State University; M.S., *ibid.*; Campbell University, 1976-
- James G. Henderson**, Part-time Instructor in English — A.B., Gettysburg College; M.A., Columbia University; Ph.D., Duke University; Campbell University, 1979-
- James D. Holland**, Instructor in Military Science — Campbell University, Spring, 1979-
- Mark Hollingsworth**, Instructor in Music — B.M., University of the Pacific; M.M., University of Wisconsin-Madison; Campbell University, 1980-
- Robert C. Hope**, Professor of Geology — B.S., Duke University; M.S., North Carolina State University at Raleigh; Graduate Student, Louisiana State University; (on leave of absence Fall semester 1973); Ph.D., University of South Carolina; Campbell University, 1964-
- William W. Horner**, Associate Professor of Chemistry — B.S., University of North Carolina at Chapel Hill; M.A., *ibid.*; Ph.D., *ibid.*; Campbell University, 1980-

- Susan Burnett Horton**, Associate Professor of Music — B.Mus., Westminster Choir College; M.Mus., *ibid.*; Campbell University, 1955-
- Louis S. Hovis**, Professor of Natural Science and Physics — B.S., North Carolina State University at Raleigh; M.S., *ibid.*; Ph.D., University of Tennessee; Campbell University; 1968-Spring, 1981
- Koleen Haire Huggins**, Part-time Assistant Professor of History — B.A., Duke University; M.A., *ibid.*; Ph.D., *ibid.*; Campbell University, 1967-1969, 1971-1972, 1977-
- Clarence C. Hundley, Jr.**, Instructor in English — A.A., Chowan College; B.A., Campbell University; M.A., Old Dominion University; Campbell University, 1980-
- Dava C. Hurd**, Part-time Instructor in Chemistry Laboratory — B.S., Campbell University; M.Ed., *ibid.*; Campbell University, 1980-
- Robert D. Jones**, Part-time Instructor in Accounting Laboratory — B.S., Campbell University; Campbell University, 1980-
- James M. Jung**, Professor of Chemistry — B.S., Davidson College; M.Ed., University of North Carolina at Chapel Hill; Ph.D., *ibid.*; Campbell University, 1962-
- Donald Keyser**, Howard Professor of Religion — B.A., Wake Forest University; B.D., Southern Baptist Theological Seminary; Ph.D., *ibid.*; Campbell University, 1959-
- Catherine Campbell King**, Associate Professor of Home Economics — B.A., Meredith College; M.S., University of North Carolina at Greensboro; Campbell University, 1952-1956, 1961-
- Carolyn G. Kinnes**, Instructor in Biology — B.S., Salisbury State College; Ph.D., Duke University; Campbell University, 1980-
- Robb Tyson Koether**, Assistant Professor of Mathematics — B.S., University of Richmond; M.A., University of Oklahoma; Ph.D., *ibid.*; Campbell University, 1977-
- Calvin L. Koonce, Jr.**, Part-time Instructor in Physical Education — B.S., Campbell College; Campbell University, 1979-
- Julius Larry Kopec**, Assistant Professor of Military Science — B.A., West Virginia University; Campbell University, 1978-
- Perry Q. Langston**, Professor of Religious Education — B.S., Clemson College; M.R.E., Southwestern Baptist Theological Seminary; D.R.E., *ibid.*; Graduate Study, University of Michigan; Campbell University, 1950-
- Harry E. Larche**, Professor of Health and Physical Education — B.S.E., Arkansas State University; M.S.Ed., University of Mississippi; P.Ed.D., Indiana University; Campbell University, 1975-

- Melinda S. Lassiter**, Instructor in Home Economics — B.S., East Carolina University; M.S., *ibid.*; Campbell University, 1976-
- Daniel A. Linney**, Associate Professor of Speech and Dramatics — B.A., University of North Carolina at Chapel Hill; M.A., *ibid.*; Campbell University, 1959-
- Frances Lynch Lloyd**, Assistant Professor of Health and Physical Education — A.A., Campbell College; B.S., University of North Carolina at Greensboro; M.A.T., University of North Carolina at Chapel Hill; Campbell University, 1955-
- Gloria Flake Lockerman**, Assistant Professor of Business — B.B.A., Wake Forest University; Campbell University, 1965-1967, 1977-
- Dean M. Martin**, Associate Professor of Religion — B.A., William Jewell College; B.D., Yale University Divinity School; Ph.D., Baylor University; Campbell University, 1974-
- Don G. Mason**, Part-time Instructor in Music — B.Mus., Westminster Choir College; M.Mus., *ibid.*; Campbell University, Fall 1980.
- Benjamin J. Matthews**, Instructor in Education — B.A., University of North Carolina at Chapel Hill; M.Ed., University of North Carolina at Greensboro; Campbell University, 1980-
- Pearle K. McCall**, Assistant Professor of Biology — B.S., Lenoir Rhyne College; M.Ed., University of North Carolina at Chapel Hill; Campbell University, 1961-
- Clifford R. Miller**, Visiting Professor of Trust Education — B.S., North Central College; Investment Major Diploma, Stonier Graduate School of Banking, Rutgers University; M.B.A., Michigan State University; Fellow of the Financial Analysts Federation and North Carolina Society of Financial Analysts; Senior V.P. and Trust Officer and Director, City Bank and Trust Company, Jackson Michigan; Campbell University, January, 1971-
- Dean A. Minix**, Assistant Professor of Government — B.A., Georgetown College; M.A., University of Cincinnati; Ph.D., *ibid.*; Campbell University, 1977-
- Ralph W. Montgomery**, Associate Professor of Music — B.M., Eastman School of Music; M.M., North Texas State University; Campbell University, 1972-
- Anne T. Moore**, Professor of History — B.A., Westhampton College; M.A., University of North Carolina at Chapel Hill; Ph.D., *ibid.*; (on leave of absence 1967-1968); Campbell University, 1962-
- Timothy W. Morse**, Instructor in Physical Education and Health—B.A., University of North Carolina at Chapel Hill; M.A., *ibid.*; Campbell University, 1981-
- Edith C. Mulkey**, Associate Professor of Business Education — B.A., Piedmont College; M.A., George Peabody College; Graduate Student, Bowling Green Business University; Campbell University, 1962-

Elijah L. Nelson, Associate Professor of Natural Sciences — B.S., East Carolina University; M.A., *ibid.*; Graduate Student, University of Colorado; (On leave of absence, 1962-1963); D.Ed., University of Sarasota; Campbell University, 1956-

Lawrence R. Nicholson, Assistant Professor of Psychology — B.S., Wofford College; M.S., North Carolina State University at Raleigh; Graduate Student, *ibid.*; Campbell University, 1968-

Warren V. Noble, Associate Professor of Education — A.B., New York State College for Teachers; M.A., *ibid.*; Ed.D., Teachers College, Columbia University; Campbell University, 1977-

Dwight Lamar Norwood, Associate Professor of Mathematics — B.S., Wake Forest University; M.A., Appalachian State University; Ph.D., University of Arkansas; Campbell University, 1973-

Donald Penny, Instructor in Religion — B.A., Campbell College; M.Div., Southeastern Seminary; Ph.D., Emory University; Campbell University, Spring, 1980-

Robert L. Perkins, Associate Professor of Geology — B.S., West Virginia University; M.S., *ibid.*; Ph.D., *ibid.*, Campbell University, 1965-

Max R. Peterson, Jr., Associate Professor of Chemistry — B.S., Campbell College; Ph.D., North Carolina State University at Raleigh; Campbell University; 1970-

Donald E. Phelps, Associate Professor of Modern Languages — B.S., Wake Forest University; Graduate Student, East Carolina University; M.A., University of North Carolina at Chapel Hill; Campbell University, 1957-

William Roy Phelps, Associate Professor of Spanish — B.S., East Carolina University; M.A., *ibid.*; Graduate Study, Appalachian State Teachers College, University of Arizona, University of North Carolina at Chapel Hill; D.Ed., University of Sarasota; Campbell University, 1968-

Robert Neil Piper, Associate Professor of Music — B.S., University of Illinois; M.S., *ibid.*; Ed.D., *ibid.*; Campbell University, 1968-

Rudolph A. Pitcher, Professor of Military Science — B.S., Cornell University; M.A., City University of New York; Campbell University, 1979-

Thomas H. Poston, Assistant Professor of English — B.A., Davidson College; M.A., University of Maryland; Ph.D., University of North Carolina; Campbell University, 1980-

Elmer Puryear, Barden Professor of Government — A.A., Campbell College; B.A., Wake Forest University; M.A., University of North Carolina at Chapel Hill; Ph.D., *ibid.*; Campbell University, 1971-

William Craig Rabb, Jr., Assistant Professor of Art — B.A., University of Mississippi; M.A.E., University of Georgia; Graduate Student, Ohio State University, University of Georgia; Campbell University, 1975-

- Douglas E. Reinhardt**, Assistant Professor of Sociology — A.B., Wake Forest University; M.A., *ibid.*; Graduate Student, University of North Carolina at Chapel Hill; Campbell University, 1972-
- David D. Reynolds**, Assistant Professor of Speech and Drama — B.S., East Tennessee State University; M.F.A., University of North Carolina at Greensboro; Campbell University, 1976-
- Thomas C. Richardson**, Assistant Professor of English — A.B., Davidson College; Graduate Study, Trinity College, University of Edinburgh; M.Ed., Duke University; Ph.D., *ibid.*; Campbell University, 1977-
- Jack Riley**, Part-time Professor of Journalism — A.B., University of North Carolina at Chapel Hill; Campbell University, 1978-
- Danny Lee Roberts**, Associate Professor of Health and Physical Education — B.S., Pfeiffer College; M.Ed., University of North Carolina at Chapel Hill; Campbell University, 1963-
- Jean Adair Robertson**, Instructor in Basic Mathematics Study Skills — B.S., Pembroke State University; M.S., North Carolina State University at Raleigh; Campbell University, Spring, 1980-
- Ronnie Lee Ross**, Instructor in Data Processing — B.B.A., Campbell University; Campbell University, June, 1980-
- Iris Gray Scarborough**, Associate Professor of Music — A.B., Meredith College; M.A., George Peabody College for Teachers; Ph.D., Peabody College of Vanderbilt University: (on leave of absence Fall Semester, 1977; Campbell University, 1969-
- Allen E. Schilpp**, Visiting Professor of Trust Education — A.B., Haverford College; LL.B., University of Maryland; Senior Vice-President, Booke and Company; Campbell University, 1974-
- Elizabeth B. Schilpp**, Part-time Instructor in English — A.B., Goucher College; Campbell University, 1979-
- Donald N. Schroeder**, Assistant Professor of Government — B.A., University of Illinois; Ph.D., Duke University; Campbell University, 1978-
- Mabelle M. Segrest**, Instructor in English — B.A., Huntingdon College; M.A., Duke University; Ph.D., *ibid.*; Campbell University, 1976-
- Carl Sayles Shabica**, Part-time Instructor in Business — A.A., Valley Forge Military Junior College; B.A., Hanover College; J.D., North Carolina Central; LL.M., University of Missouri; Graduate Studies, North Carolina Bar Foundation, North Carolina Academy of Trial Lawyers; Campbell University 1977-
- Mary Bates Sherwood**, Assistant Professor of Social Studies — B.A., University of North Carolina at Chapel Hill; M.Ed., *ibid.*; Graduate student, *ibid.*; Duke University, North Carolina State College at Raleigh; Campbell University, 1967-

Ellen Sikes, Associate Professor of Business Education — B.A., Limestone College; Graduate Student, Appalachian State University, Lenoir Rhyne College; M.S., University of North Carolina at Greensboro; Campbell University, 1966-

Frances Simone, Part-time Instructor in English — B.A., Queens College; M.Ed., University of Florida; Ph.D., Duke University; Campbell University, 1980-

James Dudley Sistrunk, Professor of Library Science—B.A., Baylor University; B.D., Southwestern Baptist Theological Seminary; M.Div., *ibid.*; B.S., in Library Science, North Texas State University; Graduate Student, University of North Carolina at Chapel Hill, Baylor University; Campbell University, 1964-

Deborah Skatell, Park-time Instructor in Geology Laboratory — Campbell University, 1980-

P. J. Smith, Assistant Professor in Physical Education — B.A., North Carolina State University at Raleigh; M.A.T., University of North Carolina at Chapel Hill; Campbell University, 1978-

Sandra R. Smith, Instructor in Geology — B.S., North Carolina State University at Raleigh; Campbell University, Spring 1981.

William Gerald Smith, Assistant Professor of Physical Education — B.S., Campbell University; M.A., East Carolina University; Campbell University, 1980-

Eleanor J. Sorvari, Part-time Assistant Professor of Business — A.A., Monroe Community College; B.S., University of Rochester; M.S., *ibid.*; Campbell University, 1979-

David M. Steegar, Assistant Professor of Foreign Language — B.A., Miami University of Ohio; M.A., Ohio State University; Ph.D., University of Toronto; Campbell University, 1978-

Dorothea L. Stewart, Associate Professor of English — B.A., University of North Carolina at Greensboro; M.A., East Carolina University; Campbell University, 1960-

William C. Stone, Associate Professor of Music — B.M., Eastman School of Music, University of Rochester; M.M., *ibid.*; Graduate Student, Northwestern University; Campbell University, 1961-

William C. Strange, Visiting Professor of Trust Education — LL.B., George Washington University School of Law; LL.M., M.P.L., *ibid.*; B.C.S., Benjamin Franklin School of Accountancy; Member of North Carolina State Bar; admitted to practice before United States Supreme Court; Campbell University, January, 1971-

O. Theo Strum, Professor of Education — A.B., Elon College; M.Ed., University of North Carolina at Greensboro; Ph.D., University of North Carolina at Chapel Hill; Campbell University, 1976-

- Vernon O. Stumpf**, Professor of History — A.A., Los Angeles Junior College; B.A., (Cum Laude), University of Southern California; M.A., *ibid.*; Ph.D., Duke University, Campbell University, 1966-
- Kathleen Lee Tart**, Part-time Instructor in Physical Education — B.A., Appalachian State University; M.F.A., University of North Carolina at Greensboro; Campbell University, 1979-
- Gary A. Taylor**, Assistant Professor of Psychology — B.A., Oklahoma Baptist University; M.S. Oklahoma University; Graduate Student, North Carolina State University at Raleigh; Campbell University, 1968-
- Jerry Duncan Taylor**, Associate Professor of Mathematics — B.A., Arkansas State Teachers College; M.S., University of Arkansas; Ph.D., Florida State University; (on leave of absence Fall Semester 1963, 1966-1969); Campbell University, 1961-
- William H. Taylor**, Instructor in Military Science — B.S., The Citadel; Campbell University, 1979-
- Glenn R. Thatcher (Sergeant Major)**, Instructor in Military Science and Physical Education — Campbell University, 1975-
- Wayne W. Thomas**, Assistant Professor of Mathematics — B.S., North Carolina State University at Raleigh; M.S., *ibid.*; Campbell University, 1959-1964, 1966-
- Janis Keen Todd**, Assistant Professor of Mathematics — B.S., East Carolina University; M.A.Ed., *ibid.*; (on leave of absence fall semester 1978); Campbell University, 1966-
- Brant Tolsma**, Assistant Professor of Physical Education — B.S., Newark College of Engineering; M.S., University of Michigan; Ph.D., Indiana University; Campbell University, 1979-
- Richard J. Treharne**, Instructor in Military Science — B.S., Iowa State University Campbell University, 1979-
- Leonore Doromal Tuck**, Associate Professor of Home Economics — B.S.E., Radford College; M.S., University of Tennessee; Graduate Student, Cornell University, Virginia Polytechnic Institute; M.P.H., University of North Carolina at Chapel Hill; (on leave of absence 1966-1967); Campbell University, 1955-
- William P. Tuck**, Assistant Professor of History — B.A., Duke University; M.A., *ibid.*; Graduate Student, University of North Carolina at Chapel Hill; (on leave of absence 1965-1967); Campbell University; 1958-
- Rufus Benton Turner**, Professor of Education — B.S., North Carolina State University at Raleigh; M.A., *ibid.*; Graduate Student, East Carolina University; Ed.D., Duke University; Campbell University, 1966-
- Bayred O. Vermillion**, Associate Professor of Business — B.S., Southwest Missouri State College; M.A., George Washington University; Graduate Student, William and Mary, Boston University; Campbell University, 1966-

Jerry McLain Wallace, Tyner Professor of Religion — B.A., East Carolina University; B.D., Southeastern Baptist Theological Seminary; Th.M., *ibid.*; M.S., North Carolina State University at Raleigh; Ed.D., *ibid.*; Campbell University, 1970-

Wanda Evon Watkins, Instructor in Health and Physical Activity Courses — B.S., Campbell University; M.Ed., *ibid.*; Campbell University, 1980-

Stephen H. Westbrook, Instructor in Geology — B.S., North Carolina State University; M.S., *ibid.*; Campbell University, 1976-

Mary Parr Whitesides, Part-time Instructor in English — A.B., Erskine College; M.A., University of South Carolina; Graduate Student, *ibid.*; Campbell University, 1977-1980.

Dorothy Coleman Ramos Whitley, Associate Professor of English — A.A., Campbell College; B.A., (with honors), University of North Carolina at Chapel Hill; M.A., *ibid.*; (on leave of absence 1969-1970); Campbell University, 1962-

Eugene Johnson Wilder, Instructor in Physical Education — A.S., Southwood Junior College; B.A., Methodist College; Campbell University, 1977-

Fred E. Williams, Assistant Professor of Business — B.S., North Carolina State University at Raleigh; M.Econ., *ibid.*, Graduate Student, *ibid.*; Campbell University, Spring 1979-Spring 1981.

James William Wilson, Associate Professor of Foreign Languages — B.A., Geneva College; M.A., University of North Carolina at Chapel Hill; Graduate Student, Vanderbilt University; Campbell University, 1977-

Marshall Woodall, Part-time Instructor in Law — B.S., University of North Carolina at Chapel Hill; LL.B., *ibid.*; Campbell University, 1966-

Jiehjoy Joe Wu, Associate Professor of Business — B.A., National Taiwan University; M.A., University of Rochester; Ph.D., Southern Methodist University; Campbell University, 1977-

Paul M. Yoder, Professor of Music — B.A., Goshen College; M.Mus., University of Wichita; Ph.D., Florida State University; Campbell University, 1961-

TUNKU ABDUL RAHMAN COLLEGE

Kuala Lumpur, Malaysia

School of Arts and Science

Faculty 1980-81

Dr. Ng Lay Swee, Head of School of Arts and Science — B.Sc. 1963, Hanyang University, Singapore; Ph.D., 1968, McGill University, Canada; Campbell University, 1979-

- Dr. Yap Sue Pin**, Principal Lecturer (Physics) — B.Sc., 1961, Nanyang University, Singapore; M.Sc. 1969, Waseda University, Japan; Ph.D. 1972, *ibid.*; Campbell University, 1979-
- Dr. Tan Han Wan**, Principal Lecturer (Chemistry) — B.Sc. 1964, Nanyang University, Singapore; M.Sc. 1968, University of Minnesota, U.S.A. Ph.D., 1971, *ibid.*; Campbell University, 1979-
- Dr. Ong Hock**, Senior Lecturer (Mathematics) — B.Sc. 1966, Nanyang University, Singapore; M.Sc. 1969, University of Auckland, New Zealand; Ph.D. 1973, University of Toronto, Canada; Campbell University, 1979-
- Dr. Lee Tack Wang**, Senior Lecturer — M.A. 1968, Lancaster University, England; Ph.D. 1970, *ibid.*; Campbell University, 1979-
- Dr. Cheng Su Chiau**, Principal Lecturer (Biology) — B.Sc. 1963, Nanyang University, Singapore; M.Sc. 1965, University of Alberta, Canada; Ph.D. 1969, McGill University, Canada; Campbell University, 1979-
- Dr. Chin Ting Yun**, Senior Lecturer — B.Sc. 1961, Nanyang University, Singapore; M.Sc. 1964, University of Illinois, U.S.A.; Ph.D. 1970, *ibid.*; Campbell University, 1979-
- Dr. Soon Ting Kueh**, Senior Lecturer — B.Sc. 1972, University of Malaya; Ph.D. 1975, *ibid.*; Campbell University, 1979-
- Dr. Lee Guat Lean**, Senior Lecturer — B.Sc. 1969, University of Malaya; Ph.D. 1974, University of Georgia, U.S.A.; Campbell University, 1979-
- Dr. Tan Soon Teck**, Lecturer — B.Sc. 1965, University of Malaya; M.Sc. 1968, Southern Illinois University, U.S.A.; Ph.D. 1978, *ibid.*; Campbell University, 1979-
- Mrs. Lee Siok Wan**, Lecturer — B.Sc. 1970, University of Malaya; M.Sc. 1972, McMaster University, Canada; 1973, Completed one year of research for Ph.D.; Campbell University, 1979-
- Dr. Hong Nyi Seng**, Lecturer — B.Sc. 1971, National Cheng Kung University, Taiwan; M.Sc. 1973, Imperial College, London; Ph.D. 1977, *ibid.*; Campbell University, 1979-
- Dr. Ng Ah Chin**, Lecturer — B.Sc. 1972, University of Canterbury, New Zealand; Ph.D. 1976, University of Auckland, New Zealand; Campbell University, 1979-
- Dr. Ng Kok Chin**, Lecturer — B.Sc. 1974, University of Canterbury, New Zealand; Ph.D. 1968, *ibid.*; Campbell University, 1979-
- Dr. Ng Poh Hau**, Lecturer — B.A. Magna Cum Laude 1972, Dartmouth College, U.S.A.; M.Sc. 1975, University of Maryland, U.S.A.; Ph.D. 1979, *ibid.*; Campbell University, 1979-
- Dr. Tan Hock Siew**, Lecturer — B.Sc. 1974, University of Malaya; M.A. 1976, University of Rochester, N.Y.; Ph.D. 1980, *ibid.*; Campbell University, 1980-

Mdm. Leow Kim Choo, Lecturer — B.Sc. 1973, University of Malaya; M.Sc. 1975, *ibid.*; Campbell University, 1980-

External Examiners

July, 1981

Dr. Dwight Lamar Norwood, Associate Professor of Mathematics, Chairman (Mathematics) — B.S., Wake Forest University; M.A., Appalachian State University; Ph.D., University of Arkansas; Campbell University, 1973-

Professor Douglas W. Grant, Head of School of Physical Science, Ulster Polytechnic (Chemistry) — 1950, University College, Dundee; 1951, Yale University, New Haven, Connecticut, U.S.A.; 1954, University of Leeds; Campbell University, 1979-

Professor James Alexander Magowen, Dean of the Faculty of Science, Ulster Polytechnic (Physics) — B.Sc., London; M.Sc., Queens's University, Belfast; Ph.D., *ibid.*; Campbell University, 1979-

Dr. S. M. Brown, External-Examiner (Biology) — Campbell University, 1979-

Derek Sydney Birley, Rector, Ulster Polytechnic — Campbell University, 1979-

FACULTY EMERITI

J. Delmer Ashworth, B.A., B.J., M.A. — English, 1962-1971

Muriel Martin Bagby, B.A., M.A. — Latin, 1952-1971

Elizabeth Britton, B.A., M.A.T. — Chemistry, 1955-1976, Ball 1977

Millard R. Brown, B.A., B.D., A.M., Th.M., Ph.D. — Sociology, 1962-1980

Edward Duvall, B.A., LL.B., M.A.T. — Mathematics, 1963-1971

Cronje B. Earp, A.B., M.A., Ph.D. — Classical Languages — 1971-1980

Nancy Eliason, B.A., M.A. — Botany, 1959-1971

Albert Clarke Gaskill, B.S., C.P.A. — Business, 1965-1977

Virginia B. Graham, B.A., M.A., Ph.D. — English, 1959-1980

W. S. Horton, B.S., M.A., — Education, 1969-1975

Charles Barrett Howard, B.A., D.D. — Bible, 1938-1959

Alma Sams Kennedy, B.A., M.A. — English, 1955-1978

Charles E. Landon, B.A., M.A., Ph.D. — Business, 1965-1977

Bessie Campbell Lynch, B.M. — Music, 1916-1928, 1934-1965

Hazel Matthews, B.A., M.A.T. — Biology, 1965-1977

Marceline L. Parker, B.A., M.A. — Education, 1962-1980

Mabel Powell, B.A., M.A., — English, 1924-1967

Inez G. Sadler, B.A. —Business, 1955-1967; Director of Placement, 1964-1970

Willard S. Swiers, B.E., M.A., D.Ed. — Education, 1967-1976

Myrtle Fuller Tillman, A.B., B.M.T. — Art, 1953-1958, 1962-1967

Amanda Martin Turlington, B.A., M.S. — Home Economics, 1936-1952

Frank E. Weyer, B.A., M.A., Ph.D. — Education, 1961-1971

DEPARTMENT CHAIRMEN

Biology	Dr. Robert L. Agnew
Business	Mr. Thomas H. Folwell
Chemistry	Dr. James M. Jung
Education	Dr. O. Theo Strum
English.....	Dr. Harold Williams Funderburk, Jr.
Foreign Language.....	Mr. Donald E. Phelps
Geology	Dr. Robert C. Hope
Government	Dr. Elmer L. Puryear
Home Economics	Mrs. Leonore D. Tuck
Mathematics	Mr. Harold C. Bain
Military Science	LTC Rudolph A. Pitcher
Music, Art and Drama	Dr. Paul M. Yoder
Physical Education and Health	Dr. Harry E. Larche
Natural Science and Physics.....	(Acting) Dr. Sue Teachey Bowden
Religion and Philosophy.....	Dr. Jerry M. Wallace
Social Science	Dr. W. Conard Gass

LOCAL CHAPTER PRESIDENTS 1980-1981

Alamance	_____
Charleston, S. C.....	Dr. E. M. Walker, '62
Cumberland	_____
Durham-Orange.....	Jim Jackson, '67
Forsyth	Mrs. Carlton T. Mitchell, '41
Granville.....	Jarman Stallings, '55
Greensboro	Henry Litchford, '73
High Point-Lexington	Edgar A. Thomas, Jr., '71
Lee County	Alan Butler, '65
Mecklenburg-Gaston	Stan Ingram, '70
Nash-Edgecombe	Rosa P. Boseman, '40
Philadelphia-New Jersey.....	Paul J. Harrell, '39
Raleigh-Wake	Howard Crutchfield, '64
Richmond, Va.	Morris M. Cameron, '69
Robeson	Mack Skipper, '69

Southeastern	David P. Russ, III, '69
Tidewater, Va.	Betty Collins McKee '69
Virginia-Peninsula	John Zelinsky, '75
Wayne County	George Thigpen, '69

ALUMNI BOARD OF DIRECTORS 1980-81

President	Howard Crutchfield, '64 Raleigh, N.C.
First Vice-President	David Corn, '69 Rocky Mount, N.C.
Second Vice-President	Edgar A. Thomas, Jr., '71 Lexington, N.C.
Secretary.....	Diamond J. Matthews, '65 Buies Creek, N.C.

REPRESENTATIVES AT LARGE

Terms Expiring October 1981

William E. Julian, '49	Fayetteville, N.C.
Frances Roberson, '53	Fayetteville, N.C.
E. Stanley Owen, '58	Fayetteville, N.C.
W. C. Norris, '33	Greensboro, N.C.
Jennifer C. Casey, '76.....	Broadway, N.C.
J. Glenn Riddle, '69	Fayetteville, N.C.
Lewis Outlaw, Jr., '45	Dudley, N.C.
Thomas C. Edwards, '63.....	Buies Creek, N.C.

Terms Expiring October 1982

Dr. B. P. Marshbanks, '42	Lillington, N.C.
Marietta G. Watson, '51	Sanford, N.C.
Richard F. Gays, '66	West Hartford, Ct.
Robbie L. Stone, '66	Durham, N.C.
Dr. Ernest M. Walker, '62	Mt. Pleasant, S.C.
Douglas Fleming, '68	Atlantic Beach, N.C.
Jim Turner, '65.....	Greensboro, N.C.
Helen Carr Bigham, '46.....	Charlotte, N.C.

Terms expiring October 1983

William B. McIver, '36	Greensboro, N.C.
Bobby Etheridge, '65	Lillington, N.C.
Calvin S. Knight, '43	Winston-Salem, N.C.
Archie Brigman '49.....	Falcon, N.C.
Dr. Carlton T. Mitchell, '41.....	Winston-Salem, N.C.
Alvin D. Lewis, III, '71	Fairmont, N.C.

Reggie Tucker, '69 Newport News, Va.
Melba L. Williams, '71 Durham, N.C.

6. Historical Information





SUMMER SCHOOL

Degrees Awarded — August 2, 1980

RECIPIENTS OF ALGERNON SYDNEY SULLIVAN AWARD

Lewis M. Fetterman

Burrows T. Lundy, Jr. (*presented posthumously*)

MASTER OF EDUCATION

Erma B. Ayscue

Nancy Louise Ball

Jane Rudolph Barnett

Sharon G. Bosiack

James Edward Brafford

Becky Barefoot Capps

Samuel Leo Carter

Larue Doan Coats, *With Distinction*

Winnie Tart Cronrath

Janice Sharon Dorman

Venon Williams Dowell

Kendyl Taylor Fischer

Isaac Wayne Godfrey

Donald Joe Godwin

Jennifer Rosser Goodwin

Brenda Moody Griffin

Mary Watson Griffin

Laura Vonroe Guy

Vivian Snuggs Hall

Phyllis Ann Hammer

James Knox Harrington, Jr.

Jennifer Elaine Hedgepeth, *With Distinction*

Ted Scott Henson, *With Distinction*

Bonnie Maurice Howard

Dava Coleman Hurd

Kathryn Matthews Johnson

Pamela Gail Martin Johnson

Sandra Sellers Johnson

Diane Brown Jones

Lucy Elmore Jordan

Lawrence Stephen Kushner

Waiston C. Lee

Pamela Yeatts Long

Audrey Hoffman Mapoles

William Brooks Matthews

Pamela Clayton May
Dawn Coble Merkel
Lois Garner Miller
Wanda Kay Mitchell
Gene Johnson Moore
Leslie Dean Nordhaugen
Jimmy Watson O'Neal
Carol Jenke Ours
Emily McLean Patillo
Beverly Joy Phillips
Vicki Pittman
Katherine Jarrell Roberts
Gloria Gaye Rose
Darrell Carl Sally
William Charles Schewe
Bonnie Babb Smith
Julia Maxwell Snellgroves
Sharon Ann Strickland
Debra Faye Tew
George R. Thomas
Dondra Elizabeth Traylor
Landis Stewart Tyner
'Hazel Norvell Urguhart
Beverly Lockamy Warren
Danny Owen Watkins
Donna Watson Weeks
Ann Martin Whitehurst
Gail Elizabeth Amos Woolard

MASTER OF BUSINESS ADMINISTRATION

Dwight Kim Johnson
Elizabeth Ann Johnson
John L. Schaffer

BACHELOR OF ARTS

Cynthia Faye Mitchell
Mikeal C. Parsons, *Summa Cum Laude*
John Mahlon Phelps, II, *Summa Cum Laude*
Connie Hoyle Razzaghi
Bonnie Johnson Wiggs

BACHELOR OF SCIENCE

Melody Jane Colvin
Paul Estavillo
John Macy Falkner, III
Judith Rood Fillingim
Mary Eleanor Hardwick, *Magna Cum Laude*

Johnnie Lavern Hook, *Cum Laude*
Edward John Jackson
Christopher Thomas James
Albert Coy Jarman, Jr..
Homayon Karimi
Brenda Parrish Lee
David Lee
Mark J. Lopez
Mark R. Lott, *Summa Cum Laude*
Frankie Joe Newsome
Richard Garry Stephenson
Timothy Arnold Valentine
Katie Harris Vann, *Cum Laude*

BACHELOR OF BUSINESS ADMINISTRATION

Jerry Lee Andressohn
Charles C. Biddle, Jr.
William C. Bounds
K. Pam Dorman
Michael E. Foley
Wade Hamilton Godfrey
Rodger Lyne Hooper, *Cum Laude*
Kenny Joe James
Jonathan Michael Johnson
Judy Kay Lynch
Anthony Wayne Mitchell
Terrell Scot Nale
Terry Wayne Prevatte
Elizabeth Ann Urton
John Edward Wojcik, *Cum Laude*

BACHELOR OF HEALTH SCIENCE

Gina Mae Bard

ASSOCIATE IN ARTS

Rex E. Brown
Jaime Augusto Cruz-Figueroa
Francis J. Maslowski
Scott Alan Shemanski
R. Thomas Wilson, Jr.

Degrees Awarded — December 17, 1980

RECIPIENTS OF ALGERNON SYDNEY SULLIVAN AWARD

Josiah D. Currin
Dr. Luther Randolph Doffermyre
Dr. Dale O. Steele

MASTER OF EDUCATION

Patricia Woodworth Byrne
Robert Truman Cherry, Jr.
Evans McNeill Clark
Jackie Woodrow Clark
Ruth Matthis Creech, *With Distinction*
Jane Dickerson Herring
Vann Keith Martin
J. David McGirt, *With Distinction*
Joyce Johnson McPherson
Shirley Fowler Moore
Barbara Jean Satterfield, *With Distinction*
Verlendia Ann Smith
Wanda Evon Watkins
Charles Edward White

MASTER OF BUSINESS ADMINISTRATION

John Gary Batchelor
Joseph Brum, Jr.
Vincent Hulst Chase
Robert Carlton Davis
Phillip Michael Floyd, Sr.
Douglas A. Hibbert
George D. Hovey Jr.
David William McPherson
George Robert Micklow
Randolph Thomas Poore
David Harold Turlington

BACHELOR OF ARTS

Charles Allen Admire
Randy Marrion Cowan
Robert Mitchell Dawkins, *Cum Laude*
Ricky Dwayne London
Ramon Terry Revilla, *Magna Cum Laude*
John Timothy Roberson
Vivian Cooper Simpson
Raymond Jasper Touchton

BACHELOR OF SCIENCE

Treva Jan Barnes
Sara Elizabeth Beck
William Earl Bowers
James Stephen Brogan
Virginia Paulett Bugg
Daryn Anita Jung Bunce, *Magna Cum Laude*
Jan Favati Bunce, *Magna Cum Laude*

Walter Tillman Clarey
Grady W. Edwards
Candance Ree Farrell
Lori Leigh Foster
Cornell De-Adro Freeman
Hideyasu Fukuoka
Salli Jane Gallagher
David Tulane Gough
Merle Elston Guyton, Jr.
Helen Thornton Harrington
Zsolt Haverland
Robyn Brenna Hawley
James Nicholas Hefner
James Karl Hudson
Norman Lawrence Hulen, *Summa Cum Laude*
Donna Mae Ingold
James Elex Jackson, Jr.
Robert D. John, *Magna Cum Laude*
Bruce Wayne Joyce
Pirooz Khalilian
Catherine Lynn Knowles, *Cum Laude*
Debra Lynne Mason
Kenneth Robert McDonald
Terri L. McIntyre, *Magna Cum Laude*
Kim Allan McIver
Cynthia McLamb
Katherine Melvin
John H. Morgan
Rhonda Barnes Nale, *Cum Laude*
Tara Barnes Powell
Ronald David Prevatte
Linda Camille Pugh
Kimberly Jewel Reynolds
Timothy Eugene Rogers
Farvardin Pirzadeh Savogy
Lynn Dwight Spaulding
Mary Jo Stallings, *Magna Cum Laude*
Ronnie Rex Stewart
Carol Corbitt Thompson
Robbin Gail Vereen
Randy Willis Walton
Daniel Thomas Watson
Margaret-Anne Wilkes, *Cum Laude*
William Frank Williamson, III
John Shin Yu

BACHELOR OF BUSINESS ADMINISTRATION

Julian Edmund Baker, Jr.
Homer Alvin Cates
Charles Kenneth Cook, *Cum Laude*
Linda M. DaRocha, *Magna Cum Laude*
Grady Wayne Denning
Larry Mitchell Epler
Jack Henry Fallin
Prentiss Alexander Frazier
David Courtney Godwin
Hildreth Calhoun Gore, Jr.
Priscilla Diane Hamilton, *Magna Cum Laude*
Rober Murray Johnson
Michael Thomas Kennally
Richard Irvin Mauer
Kathy Marie Moore
E. Perry Morris, Jr.
Robert Newton Page, IV
Jacquelyn H. Pearce, *Cum Laude*
Clarence Gary Pyrtle, *Cum Laude*
Robert Eugene Rees
Isabelino Vazquez Rodriguez, *Magna Cum Laude*
Maria Ofelia Sherrill, *Cum Laude*
John Lee Winston

BACHELOR OF MUSIC EDUCATION

Susan Carol Crittenden

BACHELOR OF HEALTH SCIENCE

Cheryl Jane Kapp
Nancy Langley Raynor

ASSOCIATE IN ARTS

Primitivo E. Aquino, Jr.
Timothy R. Brady
Clem Brown
Dennis C. Coulson
James Samuel Fann
James L. Greer, Jr.
Gary Horace Layton
John Willis Luton
James Cornelius Mack
Jose Luis Perez Gonzalez
Stephen J. Potell
Carlos William Rivers
Rene Marcel Robinson

Arlice Ray Shamlin, Jr.
William Pat Shanahan
Kevin Arthur Thompson
Paul J. Walsh
Dawn Elaine Walton

Summary of Bachelor's Degrees Awarded

	<i>Men</i>	<i>Women</i>	<i>Cumulative</i>	
			<i>Total</i>	<i>Total</i>
May 31, 1963	92	43	135	135
August 23, 1963	29	12	41	176
January 31, 1964	33	5	38	214
May 29, 1964	110	50	160	374
August 27, 1964	56	20	76	450
February 5, 1965	45	15	60	510
June 4, 1965	125	69	194	705
August 27, 1965	55	29	84	788
February 4, 1966	44	31	75	863
June 3, 1966	145	78	223	1,086
August 26, 1966	68	18	86	1,172
February 3, 1967	50	36	86	1,258
June 2, 1967	118	71	189	1,447
August 25, 1967	57	31	88	1,535
February 2, 1968	58	46	104	1,639
May 31, 1968	161	97	258	1,897
August 23, 1968	86	33	119	2,016
January 31, 1969	72	61	133	2,149
May 30, 1969	186	118	304	2,453
August 29, 1969	77	32	109	2,562
February 6, 1970	72	59	131	2,691
June 5, 1970	211	118	329	3,022
August 21, 1970	105	38	143	3,165
January 22, 1971	76	41	117	3,282
May 31, 1971	197	126	323	3,605
August 13, 1971	89	36	125	3,730
December 19, 1971	108	41	149	3,879
May 15, 1972	205	108	313	4,192
August 11, 1972	95	37	132	4,324
December 20, 1972	116	41	157	4,481
May 14, 1973	203	105	308	4,789
August 10, 1973	100	18	118	4,907
December 21, 1973	118	58	176	5,083
May 20, 1974	211	111	322	5,405
August 9, 1974	80	44	124	5,529
December 20, 1974	99	66	165	5,694
May 19, 1975	157	106	263	5,957
August 15, 1975	61	31	92	6,049
December 19, 1975	58	32	90	6,139
May 10, 1976	139	100	239	6,378
August 6, 1976	35	30	65	6,443
December 17, 1976	64	40	104	6,547
May 9, 1977	112	74	186	6,733
July 22, 1977	45	32	77	6,810
December 16, 1977	42	42	84	6,894

May 8, 1978	123	116	239	7,133
July 28, 1978	33	12	45	7,178
December 20, 1978	43	36	79	7,257
May 7, 1979	110	90	200	7,457
July 27, 1979	36	17	53	7,510
December 19, 1979	43	38	81	7,591
May 12, 1980	101	82	183	7,774
August 2, 1980	27	12	39	7,813
December 17, 1980	52	34	86	7,899

REGISTER OF STUDENTS

1980 Summer School

	<i>Men</i>	<i>Women</i>	<i>Total</i>
Seniors	57	56	113
Juniors	38	45	83
Sophomores	24	25	49
Freshmen	40	33	73
Unclassified	<u>8</u>	<u>5</u>	<u>13</u>
Total	167	164	331

1980-81 Fall Enrollment

	<i>Men</i>	<i>Women</i>	<i>Total</i>
Seniors	156	122	278
Juniors	154	133	287
Sophomores	198	177	375
Freshmen	477	399	876
Unclassified	<u>22</u>	<u>20</u>	<u>42</u>
Total	1007	851	1858
Part-time	<u>36</u>	<u>42</u>	<u>78</u>
Total	1043	893	1936

1980 FALL ENROLLMENT BY STATES

Alaska — 1	Maine — 2	Pennsylvania — 9
Connecticut — 5	Maryland — 26	Rhode Island — 1
Delaware — 11	Michigan — 1	South Carolina — 8
District of Columbia — 4	New Jersey — 30	Virginia — 85
Florida — 17	New York — 18	Wyoming — 3
Georgia — 1	Ohio — 1	Foreign — 58
Illinois — 1	Oklahoma — 1	

1980 FALL ENROLLMENT BY COUNTIES

Alamance — 13	Gaston — 1	Pamlico — 3
Anson — 4	Gates — 1	Pasquotank — 10
Ashe — 1	Granville — 13	Pender — 12
Beaufort — 8	Greene — 1	Perquimans — 1
Bertie — 3	Guilford — 34	Person — 7
Bladen — 18	Halifax — 9	Pitt — 12
Brunswick — 11	Harnett — 321	Randolph — 9
Buncombe — 3	Haywood — 4	Richmond — 4
Burke — 4	Henderson — 1	Robeson — 40
Cabarrus — 8	Hertford — 10	Rockingham — 15
Caldwell — 1	Hoke — 5	Rowan — 4
Camden — 4	Hyde — 1	Rutherford — 1
Carteret — 22	Iredell — 2	Sampson — 87
Caswell — 1	Johnston — 91	Scotland — 7
Catawba — 1	Jones — 4	Stanley — 6
Chatham — 24	Lee — 34	Surry — 4
Chowan — 3	Lenoir — 11	Transylvania — 1
Cleveland — 3	Lincoln — 5	Union — 3
Columbus — 27	Macon — 2	Vance — 12
Craven — 7	Martin — 2	Wake — 179
Cumberland — 179	McDowell — 1	Warren — 2
Currituck — 2	Mecklenburg — 26	Washington — 1
Dare — 2	Montgomery — 4	Watauga — 1
Davidson — 3	Moore — 20	Wayne — 42
Davie — 2	Nash — 15	Wilkes — 2
Duplin — 25	New Hanover — 16	Wilson — 19
Durham — 32	Northampton — 3	Yadkin — 3
Edgecombe — 7	Onslow — 31	
Forsyth — 29	Orange — 14	

ACADEMIC CALENDAR

SUMMER 1981

May 25	Undergraduate Registration; First Session
May 26	Undergraduate Classes Begin 7:30 A.M.
May 29	Last Day to Register/Last Day to Drop-Add
June 12-13	New Student Orientation
June 26	Examinations For First Session of Summer School
June 27	Grades Due 8:30 A.M.
June 29	Undergraduate Registration; Second Session
June 30	Classes Begin 7:30 A.M.
July 3	Last Day to Register/Last Day to Drop-Add
July 6	Holiday
July 7	Classes Resume 7:30 A.M.
July 10-11	New Student Orientation
July 30	Examinations for Second Session of Summer School
July 31	Grades Due 8:30 A.M.
August 1	Graduation 10:00 A.M.

FALL 1981

August 13, 14	Faculty Orientation
August 17, 18, 19	Undergraduate Registration
August 20	Classes Begin At 8:00 A.M.
August 28	Last Day to Register/Last Day to Drop-Add
September 25	Last Day to Remove an I/Last Day to Drop Without Penalty
October 3	Homecoming
October 14	Mid-Term
October 15	Mid-Term Holidays Begin at 8:00 A.M.
October 16	Holiday
October 19	Mid-Term Grades Due at 5:00 P.M.
October 26	
Nov. 13	Advisement For Pre-Registration
October 31	Parents' Day
November 30-	
December 4	Pre-Registration
November 25	Thanksgiving Holiday Begins at 12:00 Noon
November 26-27	Holidays
November 30	Classes Resume at 8:00 A.M.
December 9	Reading Day
December 10-16	Final Examinations (No Saturday Examinations)
December 17	Grades Due at 12:00 Noon
December 18	Graduation at 10:00 A.M.

SPRING 1982

January 4-5	Undergraduate Registration
January 6	Classes Begin at 8:00 A.M.
January 15	Last Day to Register/Last Day to Drop-Add
February 12	Last Day to Remove an I/Last Day to Drop Without Penalty

February 26	Mid-Term
March 1-5	Mid-Term Holidays
March 8	Classes Resume 8:00 A.M.
March 15	
April 2	Advisement For Pre-Registration
April 5-9	Pre-Registration
April 12	Easter Monday Holiday
April 29	Reading Day
April 30 - May 6	Final Examinations (No Saturday Examinations)
May 7	Grades Due At 12:00 Noon
May 9	Baccalaureate Sermon at 10:00 A.M.
May 10	Graduation at 10:00 A.M.

SUMMER 1982

May 24	Undergraduate Registration; First Session
May 25	Undergraduate Classes Begin 7:30 A.M.
May 28	Last Day to Register/Last Day to Drop-Add
June 11-12	New Student Orientation
June 25	Examinations For First Session of Summer School
June 26	Grades Due 8:30 A.M.
June 28	Undergraduate Registration; Second Session
June 29	Undergraduate Classes Begin 7:30 A.M.
July 2	Last Day to Register/Last Day to Drop-Add
July 5	Holiday
July 6	Classes Resume 7:30 A.M.
July 9-10	New Student Orientation
July 29	Examinations For Second Session of Summer School
July 30	Grades Due 8:30 A.M.
July 31	Graduation 10:00 A.M.

FALL 1982

August 12-13	Faculty Orientation
August 16-18	Undergraduate Registration
August 19	Classes Begin 8:00 A.M.
August 27	Last Day to Register/Last Day to Drop-Add
September 24	Last Day to Remove An I; Last Day to Drop Without Penalty
October 2	Homecoming
October 13	Mid-Term
October 14	Mid-Term Holiday Begins at 8:00 A.M.
October 15	Holiday
October 18	Mid-Term Grades Due at 5:00 P.M.
October 25	
Nov. 5	Advisement For Pre-Registration
October 30	Parents' Day
November 24	Thanksgiving Holidays Begin at 12:00 Noon
November 25-26	Holidays
November 29	Classes Resume at 8:00 A.M./Pre-Registration
December 3	End Pre-Registration

December 9	Reading Day
December 10-15	Examinations (Saturday Examinations)
December 16	Grades Due at 12:00 Noon
December 17	Graduation 10:00 A.M.

SPRING 1983

January 4-5	Undergraduate Registration
January 6	Classes Begin at 8:00 A.M.
January 14	Last Day to Register/Last Day to Drop-Add
February 11	Last Day to Remove An I; Last Day to Drop Without Penalty
February 25	Mid-Term
February 28	
March 4	Mid-Term Holidays
March 7	Classes Resume at 8:00 A.M.
March 14-April 8	Advisement For Pre-Registration
April 4	Easter Monday Holiday
April 11-15	Pre-Registration
May 5	Reading Day
May 6-12	Examinations (No Saturday Examinations)
May 13	Grades Due at 12:00 Noon
May 15	Baccalaureate Sermon at 10:00 A.M.
May 16	Graduation at 10:00 A.M.

SUMMER 1983

May 30	Undergraduate Registration; First Session
May 31	Undergraduate Classes Begin 7:30 A.M.
June 3	Last Day to Register/Last Day to Drop-Add
June 10-11	New Student Orientation
June 24	Examinations For First Session of Summer School
June 25	Grades Due 8:30 A.M.
June 27	Undergraduate Registration; Second Session
June 28	Classes Begin 7:30 A.M.
July 1	Last Day to Register/Last Day to Drop-Add
July 4	Holiday
July 5	Classes Resume 7:30 A.M.
July 8-9	New Student Orientation
July 28	Examinations For Second Session of Summer School
July 29	Grades Due 8:30 A.M.
July 30	Graduation 10:00 A.M.

FALL 1983

August 11-12	Faculty Orientation
August 15-17	Undergraduate Registration
August 18	Classes Begin at 8:00 A.M.
August 26	Last Day to Register/Last Day to Drop-Add
September 23	Last Day to Remove an I/Last Day to Drop Without Penalty
October 1	Homecoming
October 12	Mid-Term

October 13	Mid-Term Holidays Begin at 8:00 A.M.
October 14	Holiday
October 17	Mid-Term Grades Due at 5:00 P.M.
October 17	Classes Resume 8:00 A.M.
October 31	
November 18	Advisement For Pre-Registration
October 29	Parents' Day
November 23	Thanksgiving Holiday Begins at 12:00 Noon
November 24-25	Holiday
November 28	Classes Resume 8:00 A.M.
November 28	
Dec. 2	Pre-Registration
December 8	Reading Day
December 9-15	Final Examinations (No Saturday Examinations)
December 16	Grades Due at 12:00 Noon
December 18	Graduation at 10:00 A.M.

SPRING 1984

January 3-4	Undergraduate Registration
January 5	Classes Begin at 8:00 A.M.
January 13	Last Day to Register/Last Day to Drop-Add
February 3	Last Day to Remove An I/Last Day to Drop Without Penalty
February 24	Mid-Term/Mid-Term Holidays Begin at 5:00 P.M.
February 27	Mid-Term Grades Due 5:00 P.M.
March 5	Classes Resume 8:00 A.M.
March 19-April 6	Advisement For Pre-Registration
April 9-13	Pre-Registration
April 23	Easter Monday Holiday
May 3	Reading Day
May 4-10	Final Examinations (No Saturday Examinations)
May 11	Grades Due at 12:00 Noon
May 13	Baccalaureate Sermon at 10:00 A.M.
May 14	Graduation at 10:00 A.M.

1982

S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
JANUARY							APRIL							JULY							OCTOBER						
3	4	5	6	7	8	9								4	5	6	7	8	9	10	10	11	12	13	14	15	16
10	11	12	13	14	15	16	4	5	6	7	8	9	10	11	12	13	14	15	16	17	17	18	19	20	21	22	23
17	18	19	20	21	22	23	11	12	13	14	15	16	17	11	12	13	14	15	16	17	24	25	26	27	28	29	30
24	25	26	27	28	29	30	18	19	20	21	22	23	24	18	19	20	21	22	23	24	31						
31							25	26	27	28	29	30		25	26	27	28	29	30	31							
FEBRUARY							MAY							AUGUST							NOVEMBER						
1	2	3	4	5	6		2	3	4	5	6	7	8	1	2	3	4	5	6	7	1	2	3	4	5	6	
7	8	9	10	11	12	13	9	10	11	12	13	14	15	8	9	10	11	12	13	14	7	8	9	10	11	12	13
14	15	16	17	18	19	20	16	17	18	19	20	21	22	15	16	17	18	19	20	21	14	15	16	17	18	19	20
21	22	23	24	25	26	27	23	24	25	26	27	28	29	22	23	24	25	26	27	28	21	22	23	24	25	26	27
28							30	31						29	30	31					28	29	30				
MARCH							JUNE							SEPTEMBER							DECEMBER						
1	2	3	4	5	6		1	2	3	4	5			1	2	3	4				1	2	3	4			
7	8	9	10	11	12	13	6	7	8	9	10	11	12	5	6	7	8	9	10	11	5	6	7	8	9	10	11
14	15	16	17	18	19	20	13	14	15	16	17	18	19	12	13	14	15	16	17	18	12	13	14	15	16	17	18
21	22	23	24	25	26	27	20	21	22	23	24	25	26	19	20	21	22	23	24	25	19	20	21	22	23	24	25
28	29	30	31				27	28	29	30				26	27	28	29	30			26	27	28	29	30	31	

1983

S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
JANUARY							APRIL							JULY							OCTOBER						
2	3	4	5	6	7	8								3	4	5	6	7	8	9	2	3	4	5	6	7	8
9	10	11	12	13	14	15	3	4	5	6	7	8	9	10	11	12	13	14	15	16	9	10	11	12	13	14	15
16	17	18	19	20	21	22	10	11	12	13	14	15	16	17	18	19	20	21	22	23	16	17	18	19	20	21	22
23	24	25	26	27	28	29	17	18	19	20	21	22	23	24	25	26	27	28	29	30	23	24	25	26	27	28	29
30	31						24	25	26	27	28	29	30	31							30	31					
FEBRUARY							MAY							AUGUST							NOVEMBER						
1	2	3	4	5			1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5		
6	7	8	9	10	11	12	8	9	10	11	12	13	14	7	8	9	10	11	12	13	6	7	8	9	10	11	12
13	14	15	16	17	18	19	15	16	17	18	19	20	21	14	15	16	17	18	19	20	13	14	15	16	17	18	19
20	21	22	23	24	25	26	22	23	24	25	26	27	28	21	22	23	24	25	26	27	20	21	22	23	24	25	26
27	28						29	30	31					28	29	30	31				27	28	29	30			
MARCH							JUNE							SEPTEMBER							DECEMBER						
1	2	3	4	5			1	2	3	4				1	2	3					1	2	3				
6	7	8	9	10	11	12	5	6	7	8	9	10	11	4	5	6	7	8	9	10	4	5	6	7	8	9	10
13	14	15	16	17	18	19	12	13	14	15	16	17	18	11	12	13	14	15	16	17	11	12	13	14	15	16	17
20	21	22	23	24	25	26	19	20	21	22	23	24	25	18	19	20	21	22	23	24	18	19	20	21	22	23	24
27	28	29	30	31			26	27	28	29	30			25	26	27	28	29	30		25	26	27	28	29	30	31

1984

S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
JANUARY							APRIL							JULY							OCTOBER								
1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6			
8	9	10	11	12	13	14	8	9	10	11	12	13	14	8	9	10	11	12	13	14	7	8	9	10	11	12	13		
15	16	17	18	19	20	21	15	16	17	18	19	20	21	15	16	17	18	19	20	21	14	15	16	17	18	19	20		
22	23	24	25	26	27	28	22	23	24	25	26	27	28	22	23	24	25	26	27	28	21	22	23	24	25	26	27		
29	30	31					29	30						29	30	31					28	29	30	31					
FEBRUARY							MAY							AUGUST							NOVEMBER								
				1	2	3	4					1	2	3	4	5				1	2	3	4				1	2	3
5	6	7	8	9	10	11	6	7	8	9	10	11	12	5	6	7	8	9	10	11	4	5	6	7	8	9	10		
12	13	14	15	16	17	18	13	14	15	16	17	18	19	12	13	14	15	16	17	18	11	12	13	14	15	16	17		
19	20	21	22	23	24	25	20	21	22	23	24	25	26	19	20	21	22	23	24	25	18	19	20	21	22	23	24		
26	27	28	29				27	28	29	30	31			26	27	28	29	30	31		25	26	27	28	29	30			
MARCH							JUNE							SEPTEMBER							DECEMBER								
					1	2	3						1	2	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8
4	5	6	7	8	9	10	3	4	5	6	7	8	9	9	10	11	12	13	14	15	9	10	11	12	13	14	15		
11	12	13	14	15	16	17	10	11	12	13	14	15	16	16	17	18	19	20	21	22	16	17	18	19	20	21	22		
18	19	20	21	22	23	24	17	18	19	20	21	22	23	23	24	25	26	27	28	29	23	24	25	26	27	28	29		
25	26	27	28	29	30	31	24	25	26	27	28	29	30	30							30	31							

CORRESPONDENCE DIRECTORY

Correspondence should be addressed to the following offices and individuals at Campbell University Buies Creek, N.C. 27506:

Academic Affairs; Dean of the University
Advancement; Director of Advancement
Admissions; Director of Admissions
Alumni; Director of Alumni
Athletics; Director of Athletics
Business Information; Business Manager
Dormitory Assignments; Dean of Students
Employment of Seniors; Director of Guidance and Career Counseling
Financial Assistance; Director of Financial Aid
Married Housing; Director of Married Housing
Public Relations; Director of Public Relations
Religious Activities; Director of Religious Activities
Scholarships; Director of Financial Aid
Student Employment; Director of Financial Aid
Summer Camps; Dean of Men
Transcripts and Records; Registrar
Veterans Affairs; Director of Veterans Affairs

TELEPHONE

The Campbell University Exchange may be reached by calling Area Code 919-893-4111.

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**Director of Admission
Campbell University
Buies Creek, N.C. 27506**



